May 2001

NEA Today

The Magazine of the National Education Association

Insurance Trust Summary Annual Report Enclosed.
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Young, dedicated— and out the door?

Lisa Zanlandingham is just what Austin, Texas needs... but what are they doing to keep her?

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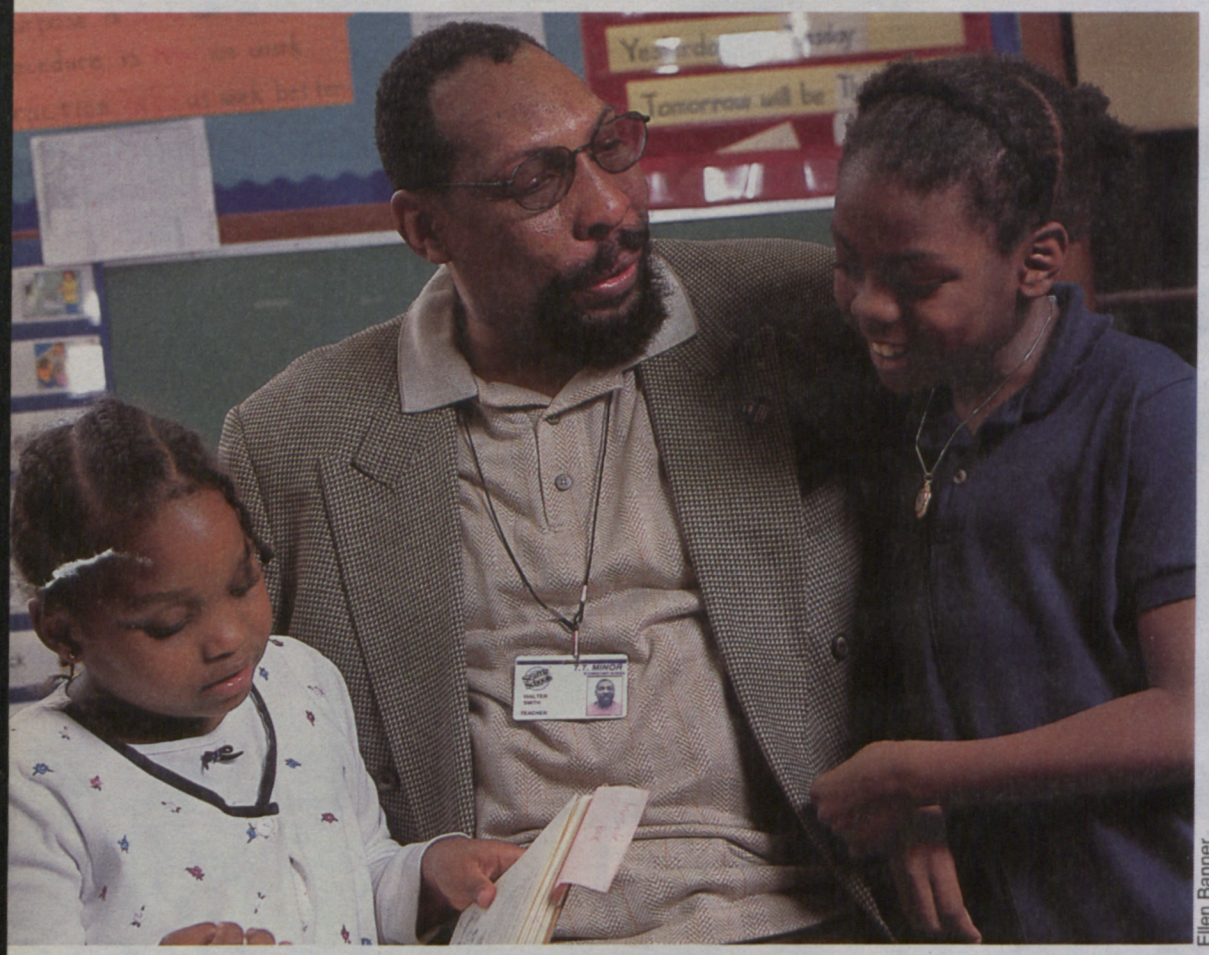
may 2001

NEA Today

Volume 19 • Number 8



Ellen Banner

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An Open Secret

Too many teachers leave the profession just a few years after they start. How to stop the exodus? One way is by teaming new teachers like Seattle's Walter Smith (above) with inspiring veterans who know the ropes.

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Cover photo by Mark Matson

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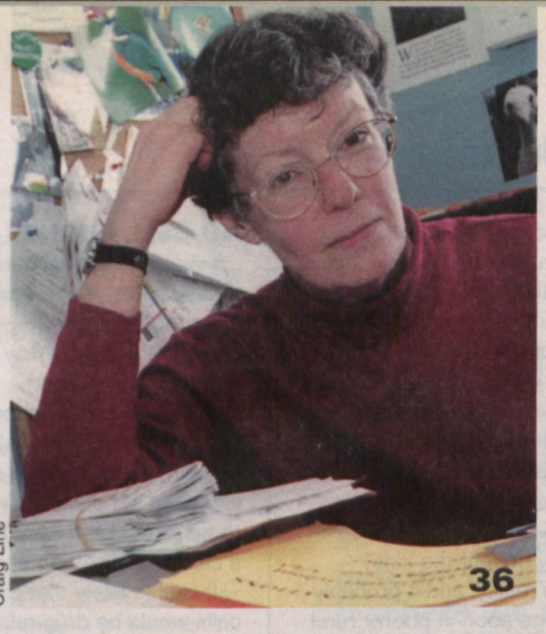
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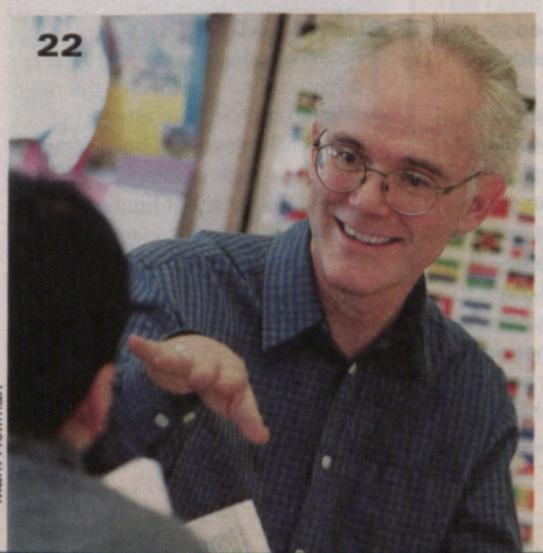
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Letters

HEAVEN IN KENTUCKY?

Brenda Matthews (Letters, April) shared her need for a full-time aide in her K-1 class and indicated that "in Kentucky, all kindergartens have full-time aides—this must be heaven!" Sorry Brenda, but it is *not* heaven because we do not all have full-time aides.

Some counties provide full-time aides. I guess they can see their importance for early learners. I commend these counties. As for the others, I wish they would spend the day in our rooms of four-, five-, and six-year-olds (sometimes seven-)!

Susan Dowell
Versailles, Kentucky

I do indeed feel fortunate to have a full-time aide with me in my kindergarten class. I understand the overwhelming task that Brenda Matthews described.

While a full-time aide helps the teacher tremendously, she helps my students even more. That is the issue, isn't it? For many children, this first experience in school is a very big step. Kindergarten children have so many needs—physically, emotionally, socially, and academically. It is unsafe and educationally unsound to expect one teacher to carry this responsibility.

Emily Porter
Georgetown, Kentucky

I am a teacher's aide in Florida. We do not have teacher's aides in our K-1 classrooms, except for special education students.

We do have a lot of parents who volunteer their time. Most aren't working and just love being with their children and their children's friends in school a few hours a day. I should know. I volunteered for a few years. Then someone suggested I apply for a full-time job.

I suggest that Ms. Matthews just ask, "Anyone care to help me?"

I bet she will be surprised!

Karen O'Connell
Port Saint Lucie, Florida

LOW PAY, HIGH SCORES

Question: Which are some of the most educationally successful states?

Answer: Poor, rural states that pay their teachers dismally.

Why on earth would policymakers in Iowa, North Dakota (News, April), or Maine want to put more dollars into education when they are reaping fine rewards under the status quo?

If you were a legislator in a state where kids achieve great test scores and college placements, how could you justify paying your classroom teachers more? Would an increase in salary truly benefit the kids?

This is the reality, and it probably will not change soon in poorer rural states, which are, by the way, some of the greatest places to live and raise your kids, despite some faults.

Young people who are strongly drawn toward teaching as a profession must be informed honestly about such conditions, and if they choose to work in these places, simply accept what they can get.

Peter J. Lucas
Lincoln, Maine

T-SHIRT MESSAGES

I strongly agree with school uniforms and dress codes that teach students the importance of dressing appropriately for school, but I am concerned about the banning of certain people or images and not others (Rights Watch, April).

The Marilyn Manson T-shirt that depicted the three Jesuses with the words "See No Truth, Hear No Truth, Speak No Truth" and the word "Believe" on the back with the word "lie" highlighted may be unsuitable for school. However, some of us find T-shirts that say "What Would Jesus Do?" and other Christian-centered propaganda equally offensive.

If we are going to target so-called "bad influences" for their messages, we should ban all messages to ensure that public schools really are public!

Nicole Andrews
Sacramento, California

VEGETARIANISM IN SCHOOL

As a vegan educator, I appreciate "Beyond Broccoli: Vegetarianism in School" (Health and Fitness, April). I know how difficult it is for vegetarian students to get healthy and appetizing options at school. Vegetarians and vegans enjoy a large variety of dishes beyond the boring tomato and lettuce salads served at lunch time.

It is important to teach schoolchildren about these healthy, pro-environment, and humane choices in order to provide an alternative to their common fat-based diet promoted by fast-food corporations.

We live in a country where heart conditions (closely related to meat consumption) have become the number one killers.

The waste of natural resources to favor cattle raising should also be brought to students' attention.

Finally, the inhumane treatment of animals in the meat production business should be considered as a topic in health, philosophy, economics, and social studies classes.

Some fellow teachers have told me such issues do not belong in public schools. I strongly disagree.

To make students aware of the connection between their food choices and their sense of compassion and empathy, we do not need to shock them with gory pictures or videos. We only need to provide factual information.

Maru Vigo
Tucson, Arizona

ESTATE TAX

In the April "Bottom Line" item on the estate tax, the facts you presented are wrong. First of all, the estate tax hits small businesses, especially family farms, the hardest.

Taxes have already been paid by the businesses many times over. Why does the government think it is all right to do it one more time? Many small and family-run businesses have been forced to close due to these confiscatory taxes.

Repealing this tax would not cost the government money. It would let businesses continue to employ people and contribute to the economy. Government does not make money and grow the economy—it takes from one faction and gives to another, generally nonproductive.

As for your source, ufenet.org, their motto should be (with apologies to Karl Marx for paraphrasing), "From each according to their means, to each according to their need." Sound familiar?

Bette Barr
East Windsor, New Jersey

NO CELL PHONES

Becky Heavner

About Gail Washburn's yes side of the April debate on cell phones and pagers: How many times does a parent really need to call school—once a month? The majority of calls would be from other kids, and school does not need to be interrupted by 20 students in a classroom getting unnecessary calls.

It is also likely that a number of these calls would be drug-related.

Parents can call the school, or work out an emergency plan with the student ahead of time.

Sandra Mooney
Kemp, Texas

Has Gail Washburn been brainwashed, or abducted and forced to write her side of the argument at gunpoint?

I teach high school art in Louisville, with 20 years experience, and believe me, what Ms. Washburn proposes on this matter would be so counterproductive that little learning would be accomplished. I don't want cell phones or pagers going on during my classes for any reason other than emergencies. That's what the intercom and office phones are for.

It's bad enough that many students are only at school to socialize, with some hope of acquiring knowledge through osmosis. To allow phone calls during class—that's ludicrous.

D. Miller
Louisville, Kentucky

BOY SCOUTS

I am glad that Paul Milligan (Letters, April) is praying for the Boy Scouts. They have my prayers as well, prayers that they will transcend the grim example being set for them by their national leadership and Scouting failures like Milligan.

Scouting, like all religions, has its misguided zealots who disregard countless virtues in its creed in a fascist-like effort to cull those from the herd they deem unacceptable.

In my Scouting years, I don't recall a badge for whining. I think it is particularly undignified that educator Milligan is whining that taxpayers are objecting to financing this worthwhile but darkly exclusive club.

Robert Brown
San Clemente, California

BUSH LEADERSHIP

It was surprising and most interesting to find no word of the new Administration in your city.

Especially since you have focused carefully on race relationships, that our new Secretary of Education was not mentioned in this inaugural climate is shocking.

The nation needs the leaders who are now in office. Let's not be the last to acknowledge their presence.

Robert Foy Mitchell
Benton, Arkansas

PIZZA REWARD

Nancy Everson's school rewards children who complete every homework assignment for the entire quarter with a pizza luncheon (Dilemma, April). She says, "You should see the faces of the kids who didn't make the luncheon when the pizza deliveryman comes."

When I read that, I just felt sick. How sad for a teacher to take pleasure in the disappointment of a child.

While I agree that the children who turned in every assignment deserve to be rewarded, let's also have some understanding for those who did not. Nancy Everson should see the eyes of some of the children who talk to me every day about what happened at their house last night.

We would all do well to remember that some children live with alcohol and drug abuse, hunger, neglect, sexual abuse, domestic violence, and poverty for "the entire quarter."

Debra Marshall
Brunswick, Ohio

BOOK BANNING

I was appalled to read of the Oyate organization's efforts to have books banned because they aren't palatable to their politically correct tastes (Innovators, March).

They challenged an offensive 1940 book and had it removed from a literature list for social studies and history. This is censorship and political correctness in the extreme.

As educators, isn't it our job to teach children to make critical judgements and discern stereotyping for themselves? Even if a book is offensive to some, that does not justify banning it. Isn't that what Hitler did?

Laura Cauler
Moorestown, New Jersey

CONTROVERSIAL STANCES

I am bothered by the assumptions made by NEA about the beliefs of its members. In "When Kids Don't Have a Straight Answer" (Health and Fitness, March), it is assumed that all NEA members accept the idea that some children discover their sexual orientation to be gay or lesbian. In other cases, NEA takes a pro-choice stance on abortion, again assuming that all members agree.

As the religious convictions of the members of NEA are very diverse, NEA should avoid strong support of such emotionally charged, religiously connected, controversial topics. These stances divide our strength.

Our focus should be on educating children, a cause one should be safe in assuming *all* members support.

Ellen Flury
Palmyra, Pennsylvania

About "When Kids Don't Have a Straight Answer": In teacher-training classes, we are taught about self-fulfilling prophecies, and told not to label students because they will grow to fit the labels. Are we to label 12-year-olds "gay" so they can fulfill the prophecy?

Twelve-year-olds feel that the opposite sex has "cooties." Is this normal stage to be labeled gay?

Every right comes with a responsibility. Students need to know there is a responsibility that goes with the privilege of sex. Sex should be postponed until a person can appropriately handle that responsibility.

You said gay students are confused when told that sex should be postponed until marriage because they don't plan to marry. Whether a person chooses to marry is another choice that has a responsibility to go with the privilege. Sometimes, "Wait until you marry" is another way to say, "Wait until you are old enough to handle the responsibility."

Your article mentioned the higher-than-usual consequences in the form of drugs, alcohol, and HIV for gay students. Obviously, these students are not able to handle the responsibility of their sexual activity, and the result is risk-taking behavior.

Drinking, driving, and voting have set legal ages. Let's minimize some of the problems of sexual orientation by postponing the activity.

Janice Barton
Elko, Nevada

AN IDEA AND A QUERY

I just received my first two issues of *NEA Today* and found them full of useful information.

I'd like to address two items:

First, an idea for student-graded papers. I bought dozens of red pencils at the start of the year. When we begin learning a new skill, I let each student grade his or her *own* paper. This helps them understand their mistakes and embarasses no one.

The parents know that red pencil is a student-graded paper, while red pen means I have graded the paper.

Second, I was thrilled to see the article on reading comprehension. I've searched everywhere for information on how to help students who read fluently, but don't understand much of what they read. I teach third grade. I would appreciate any information that could help at this level.

Ann Marie Egan
Trenton, Florida

Let's Talk

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Letters are edited for length and clarity.

President's Viewpoint

BY BOB CHASE

Teacher Care and Nurturing

To meet the growing demand for teachers, first we must do more to keep the good teachers we already have.

When Jennifer Gartell began her teaching career, the last thing in the world she thought she'd become was a statistic. And yet it happened.

Hired just a week before school was to start, Jennifer discovered there were almost no supplies available for her third grade classroom in Loma Linda Elementary School, Phoenix, Arizona. So she trooped out to Target and bought everything she needed, including chalk.

But while the experience puzzled Jennifer—"How could the school system not provide their teachers with chalk?"—it did not dampen her enthusiasm for teaching.

Jennifer had wanted to be a teacher ever since the fourth grade where she had a wonderful teacher—"Mr. Spencer." Like a number of David Spencer's former students, Jennifer had stayed in touch with him. And on her desk, in her first classroom, she placed a picture of Mr. Spencer. For he was the teacher she aspired to become one day.

Then her burning idealism collided with the reality of 27 students, many of whom qualified for free and subsidized lunches. Jennifer tried to be their "teacher, friend, mother, and social worker," and was "overwhelmed." The children came to her "with problems my middle class background never prepared me for." At the end of her first year in the classroom, she wasn't sure she was "cut out for teaching." Yes, she had made a difference in some of the children's lives, but it had been so draining.

All teacher retention efforts must begin with the recognition of how difficult teaching really is.

Jennifer Gartell joined the growing ranks of new teachers who leave their jobs in urban school districts—many such districts in fact have a new teacher turnover rate of 50 percent. Fortunately, she decided to give teaching another year.

She moved on to a more prosperous district and has taught gifted students for two years, finding it rewarding. She still thinks about the children she left behind, however.

It's vitally important that we attract more bright young people to the teaching profession. But my message to school districts is that you should pay more attention to keeping the teachers you have—both the beginners like Jennifer Gartell of three years ago and the more seasoned teachers—Jennifer Gartell today.

In a time of a growing teacher shortage, it is a false economy to pinch pennies on teacher professional development, working conditions, and salaries, and then scramble madly in the weeks before school to fill the empty teaching slots vacated by teachers who have either left the profession or moved to another district.

And I am convinced that all teacher retention efforts must begin with the recognition of how difficult teaching really is.

After 30 years in elementary school classrooms, Jennifer's inspiration David Spencer put it best: "I've done a lot of things in my life, but teaching is the hardest thing I've ever done besides parenting my own kids."

My point is, why make teaching even harder than it already is? Give teachers the time they need to plan and confer with their colleagues. Provide them with the mentors and professional development they need. Reduce class size. And, for heaven's sake, pay them a professional salary.

Comments? E-mail Bob Chase at BobChase@nea.org.

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CCNT0501

Ready To Take the Next Step

My name is Margaret T. Patterson, and I want to be a Teacher Specialist.

BY MARGARET PATTERSON

"What are you up to?" the school guidance counselor wanted to know. This question after I had shown up in her office, the third day straight, to pick her brain on the subject of state standardized test scores.

"I like to chat about test scores, that's all," I said. "Lots of people like to chat about test scores."

"Oh no," she said. "You're up to something. Not even a die-hard teacher like you stays late three days in a row to 'chat' about test scores. No one chats about test scores at all. They whine, bemoan, decry, and complain, but they never, ever chat."

"Okay, I admit it," I said. "I am up to something. I want to know how to analyze scores because I want to be a Teacher Specialist when I grow up."

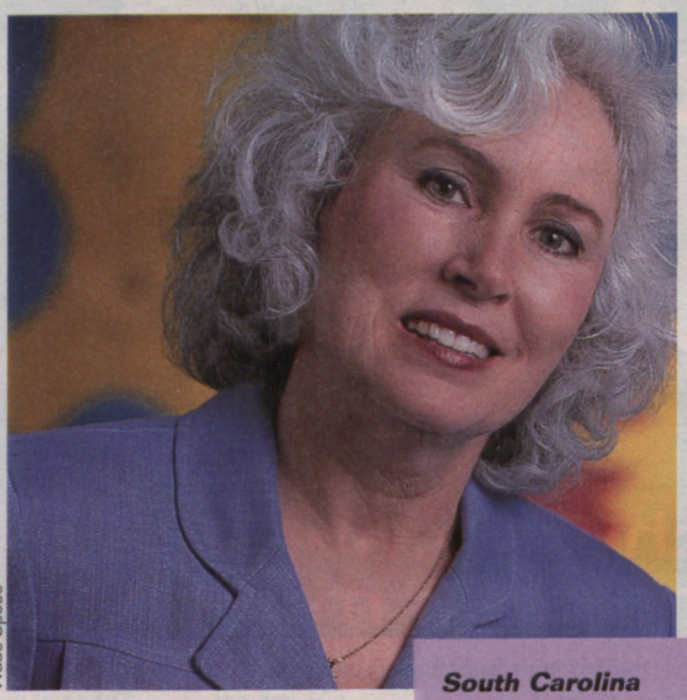
"Mrs. Patterson, you are 53 years old. You have been teaching more than 20 years. You have credentials, experience, and a history of helping students achieve. If you are not grown up by now, you never will be. Moreover, you're already a Teacher Specialist. You just don't have the title yet."

She knows me, this woman. She knows I fear the risk of failure. She knows my fears work against me. (Oh my gosh. What if I apply for a Teacher Specialist job and don't get one? And what if everyone finds out? I will be publicly humiliated.)

I want to be a Teacher Specialist On Site, and I am willing to risk having everyone know I applied for the position, whether I am offered it or not. (That sounds pretty good, I guess. Hope no one figures out I am s-c-a-r-e-d to death of r-e-j-e-c-t-i-o-n.)

I have applied for a Teacher Specialist position in my home state of South Carolina, where improving teacher quality is on the front burner and the gas is turned up high. Accountability is defined in terms of student achievement measured by state standardized test scores, and schools are scrambling for help—which is where state-sponsored Teacher Specialists come in.

The Teacher Specialist On Site Program is a component of South Carolina's Education Accountability Act of 1998. According to the state Department of Education's Web site, "After training, new teacher specialists are placed in a 'pool' and administrators of designated districts or schools (designated as low performing on state standardized tests) interview and select specialists to serve in their schools. The program then seeks to partner specialists with administrators to develop and implement strategic plans to improve instruction..."



Wade Spees

South Carolina teacher Margaret Patterson has applied to become a Teacher Specialist as part of the state's effort to help underperforming schools improve.

If you want to be a Teacher Specialist in South Carolina, you are warned in the application packet that your portfolio should not exceed five inches. (FIVE INCHES!?!?) A little intimidating, one might say, unless one is an unrecovered risk taker. (Calm down, Patterson. The five inches included a 20-minute video of myself working with my students, those same little angels who couldn't behave themselves that long if you stood on your head and spit quarters. Spitballs stuck to the camera lens, tra la la la la.)

Why do I want to take on this challenge? I can answer that question in professional terms: I want to use my degrees and teaching experience in language arts in any way I can to help students achieve at higher levels. I can answer that way and mean it from the bottom of my heart.

Yet there is another reason that is more compelling to me personally. I have a daughter named Greta Patterson who is a third-year language arts teacher in an elementary school. I want to be a good role model for her, and for other young, enthusiastic teachers like her.

Risk, thy name is Teacher Specialist. Can I be true to you? What if, by some miracle, I am hired and assigned to a school in need of help? What if the teachers there don't like me? What if I schedule workshops on best teaching practices, lesson plans that align with state teaching standards and across-the-curriculum teaching techniques, and no one shows up? What if students make fun of my teaching style? What if the principal is unreasonable? What if test scores don't go up after months of work on everyone's part—kids, parents, and teachers?

What if I get sick and die?

But those are self-centered worries. A real Teacher Specialist is not self-centered. A real Teacher Specialist facilitates unselfishly to help students and fellow teachers be the best they can be. A real Teacher Specialist is not afraid of risks.

My name is Margaret T. Patterson, and I want to be a Teacher Specialist. ✔

Margaret Patterson has been teaching for more than 20 years. She currently teaches at Barr Street Middle School in Lancaster, South Carolina. Patterson also writes young adult books under her pen name, Terry Ward Tucker. She can be reached at mpatterson@infoave.net.

I'd like to use my eighth and final column of the year to answer a few questions that come up frequently about *NEA Today*.

Why is NEA Today's size different from many of the magazines I see?

Most members who ask this are referring to magazines such as *Time* or *Newsweek*.

We could go that route, but we've found the current 10" by 14" format to be a good bargain for our members.

Bill Fischer
Editor

Printing on high-volume rotogravure presses, we get the maximum number of pages out of each roll of paper, with minimal waste,

We are both NEA members and we each get our own copy of* NEA Today. *Why not send just one?

Advertising regulations have a lot to do with this. We sell ad space based on our circulation. We have to deliver that number of copies in order to fulfill our ad contracts. If we limit *NEA Today* to one copy per family, we won't be delivering what we've contracted with advertisers to offer.

How far in advance do you prepare an issue?

It takes about six weeks to complete the editorial and production cycle on each issue. So the deadline for this issue was March 1, about two months before you received it in the mail. We work to cover late-breaking news, but we also have to make sure we meet our press schedule, which is set a year in advance.

***I've written a book; how long before it's mentioned in* NEA Today?**

Frankly, we're amazed at the number of NEA member-authored books we get. It takes about a year and a half after we receive the book to list it in *NEA Today*.

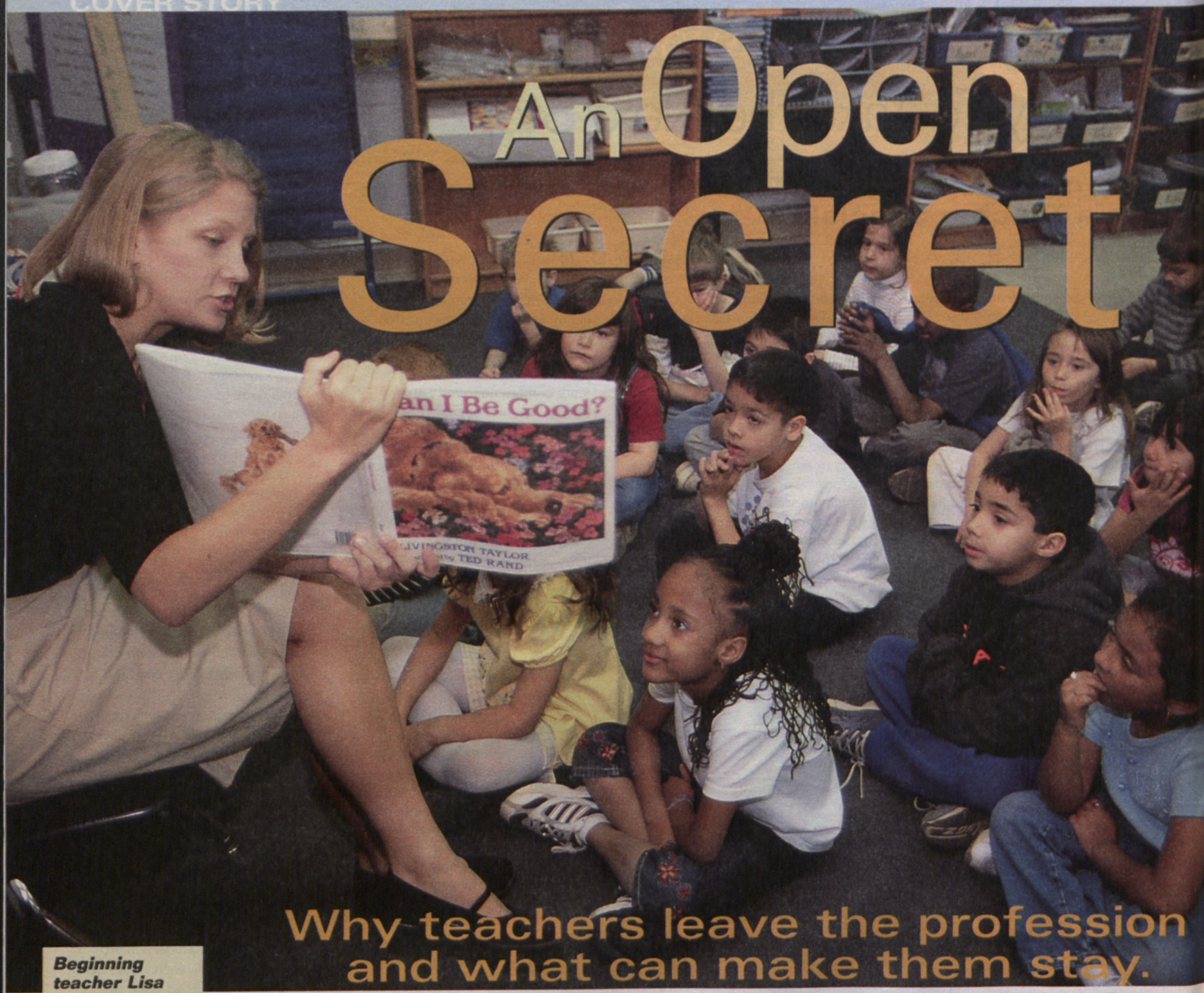
***How do I get a story about my school in* NEA Today?**

Send your story ideas to neatoday@nea.org. Now's a good time, because we're planning our major features for the next school year.

Bill Fischer

An Open Secret

Why teachers leave the profession and what can make them stay.



Mark Matson

Beginning teacher Lisa Zanlandingham searched for a way to continue teaching in a low-income area of Austin. But she got no help from the school district.

Lisa Zanlandingham sounds like she just climbed down from an American Education Week poster. "I have a passion for kids, and I care about our future," says the first-year teacher. "The backbone of our society is education."

She teaches 22 first graders at Kocurek Elementary, a low-income, racially diverse school in Austin, Texas.

"I love the kids. They're everything in my life. I think about them all the time," she says. She feels she's getting good support from parents, and she thinks the world of her principal.

So why is Zanlandingham planning to leave the Austin schools?

One, she can't pay her bills. Austin is an expensive place to live, and her salary barely covers student loan payments, car payments, and other required expenses. Her parents have to help support her.

And two, she's had nobody to lean on during this very difficult first year of a demanding job. There was no mentor, and no laid out curriculum to guide her in planning lessons day after day.

"I'm up hour after hour at night, trying to get things together," says Zanlandingham. "Some of my kids have behavioral problems. I love every one of them, but it's very, very challenging.

"I have five friends who all went through the University of Texas with me and got certified to teach, but went into the corporate world. They're all making a lot more money than I do, and they don't come home dead."

Lisa Zanlandingham is not alone, or even unusual.

In a country that seems to be in a panic over the teacher shortage, very little is being done to stop the outflow of trained teachers.

Thirty percent of new teachers leave their chosen profession within five years, and the number is much higher in urban areas like Austin.

So the children who need the most stability in their lives, and the most experienced teachers, get the least.

In many districts, new teachers have trained mentors only because the teachers' association stepped up to the plate when the school board dropped the ball.

Stephanie Harlan is one first-year teacher who plans to stay right where she is next year, at Gunnisonville Elementary in Lansing, Michigan.

That's because Harlan does have someone to help her—Kristan Small, one of 100 experienced teachers trained to be mentors by the Michigan Education Association last year.

Like Zanlandingham in Austin, Harlan is finding her first year difficult.

"It's more tiring, more time-consuming, more stressful than I thought it would be," she confesses. "It's not just teaching, but putting up a bulletin board, giving a snack to a kid who didn't eat at home, breaking up a fight—all at the same time."

But Harlan notes that her mentor helps to keep her from feeling overwhelmed. "Kristan's a mirror for me.

When she observes me, she lets me in on some of the good things happening in my class. Lots of times, I see mainly the bad things."

In this vital work, educators get little help from the Lansing schools. Small will receive at most a $545 stipend for meeting with Harlan before or after normal hours. They don't even spend their school planning time together.

This summer, MEA will train Small and the other MEA mentors to train more mentors—somebody has to do it, and so far, Michigan won't.

One of the few urban districts that does take mentoring seriously is Seattle. There, 12 consulting teachers are relieved from classroom duties for three years, thanks to a contract negotiated by the Seattle Education Association, and they get a $5,665 stipend on top of their teaching salary. A committee of four SEA representatives and three administrators chooses them.

Each consulting teacher mentors about 18 inexperienced teachers.

Among the beneficiaries are Walter Smith—and his first grade students.

Smith is now in his third year at T. T. Minor, a diverse, center-city school. He can't say enough in praise of his mentor, Patricia Evans, who gave him expert advice and a shoulder to lean on when he was just starting out.

Smith had some students who needed to walk around during class. Evans helped him with the difficult and subtle work of tailoring his teaching to their strengths and needs. She also taught him how to tune his teaching pace, and how to change plans to take advantage of spontaneous developments.

Says Smith, "When people come into your classroom, you're thinking, 'What does this person really have in mind? Is he here to help, or to gather facts to use against me later?' But with her, I knew she was not coming in to shoot me down.

"Just knowing that somebody cares about you in your new and nervous state is important," Smith adds. "I'm a confident person, but being in a new environment, responsible for the lives and well-being of so many young people, was challenging."

Yet Seattle doesn't hold on to all of its talented first-year teachers because, like Austin, the pay is low and the cost of living is high. Smith thinks he'd probably be teaching in a suburb now if it weren't for his mentor.

"It's extremely frustrating—you have your family needs. Others outside teaching appear to work less and are paid considerably more," he says. His mentor "didn't take away the bills or make the hours less, but her support made all the difference in the world."

My mentor didn't pay the bills, but her support made all the difference.

—Walter Smith

In Austin last year, the Texas State Teachers Association held a press conference to publicize a little-known fact: while Texas was hiring thousands of people on emergency permits, 500,000 Texas-certified teachers were not teaching.

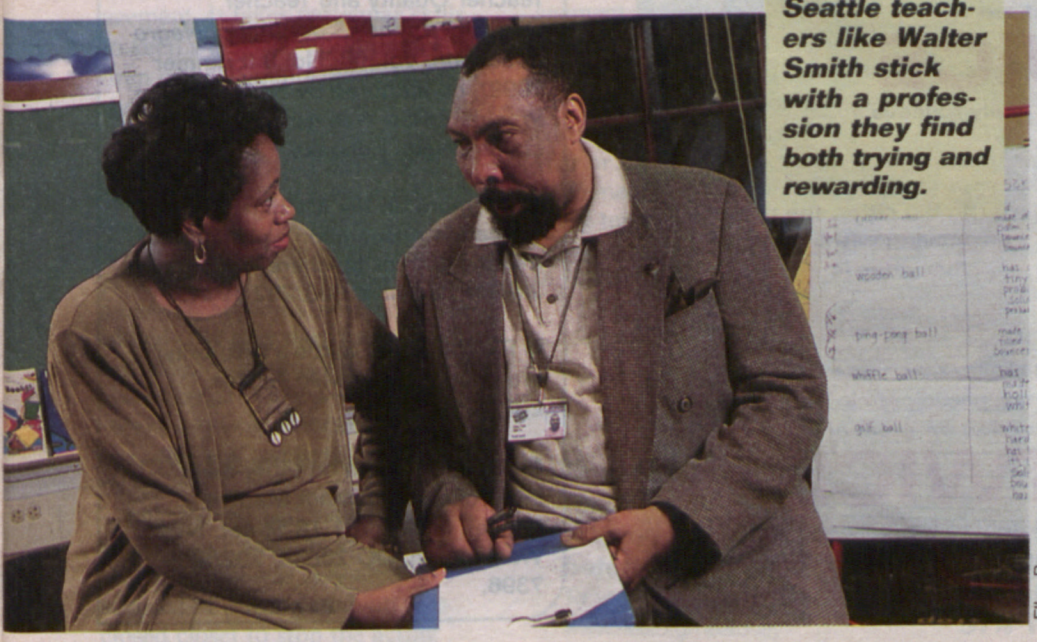
"There is no shortage of certified teachers, just a shortage of certified teachers in the classroom," said TSTA Vice President Donna New Haschke. She called for health insurance, fair pay, and an end to the practice of putting first-year teachers in the toughest schools.

Members of Education Austin, a joint NEA-AFT affiliate, spoke out at a school board meeting about the need to make life better for Austin teachers. Lisa Zanlandingham was one of them.

But recently, she found a job in a Dallas suburb where the pay will be higher and the work probably a little easier.

Austin will have a hard time replacing her. ✔

—Alain Jehlen



Ellen Banner

Mentor Patricia Evans is helping Seattle teachers like Walter Smith stick with a profession they find both trying and rewarding.

The Disappearing Minority Teacher

For over a decade, forecasters warned of the current crisis in recruiting and retaining quality teachers. For minority teachers, the hue and cry began ten years before that.

"A student today could go through 12 years of education without ever seeing a teacher of color," says Mildred Hudson, CEO of Recruiting New Teachers, Inc. One-third of public school students are children of racial or ethnic minority, while only 13 percent of educators are teachers of color. Forty percent of U.S. schools have no minority teachers at all. That's just not good enough, she says.

Leo Sorel

A host of economic, political, historical, and social factors help explain the "why's." It's time, says Hudson, to focus sustained attention on the "how to's" with new models for recruiting and retaining a qualified, diverse teacher workforce, such as:

- **Acknowledge the problem. The misperception has been that minorities didn't want to go into the profession. But when you see the obstacles as real—the lack of scholarship support, low retention rates of minority teacher education students, the test-score gap in teaching licensure—you can began to remove them and be effective.**
- **Open the pipeline early. It's too late if you try to recruit in college. Establish middle and high school teaching academies to introduce teaching as a career choice early.**
- **Expand the teacher candidate pool. Target paraeducators, mid-career adults, community college students, recent graduates in liberal arts, and specific populations who have the potential of staying in urban and rural communities. Many paras have been in the classroom for a lifetime but don't have the support they need if they want to become teachers. Former Peace Corps volunteers are excellent candidates because many have teaching credentials and experience working in multicultural environments, and speak a second language.**
- **Shun stopgap measures. Stop bringing unqualified teachers in through the back door—those without knowledge, certification, or classroom experience. Uncertified teachers are more often than not placed in high-poverty communities, and this exacerbates the problem for students and staff alike.**
- **Provide quality induction programs. Create a continuous network of support, mentorship, and professional development. Minority educators have high retention rates when given the proper support systems, and paras from the community tend to stay there.**
- **Provide alternative compensation. Commit to meaningful financial support such as scholarship support for teacher prep programs, housing allowances, and signing bonuses. Loan forgiveness is a key incentive for minority educators.**

For More: E-mail Hudson at Mjrhudson@aol.com, or visit www.rnt.org.

Q&A

Invest in New Teachers

Mary Hatwood Futrell served as president of the NEA from 1984 to 1990. She is now dean of the George Washington University School of Education and Human Development and president of Education International, a federation of organizations representing 23 million educators in 170 countries.

Futrell is a strong advocate of quality professional development throughout a teacher's career.

Abbie O. Smith

What was your own experience as a new teacher?

I was lucky. I had an excellent mentor, Flora Chase. We were both in business education at Parker Gray High School in Alexandria, Virginia. She took a lot of time with me.

The district didn't do much to make that happen, but she observed me. And we talked a lot in the evenings and during planning periods about how I was doing and what would help me as a teacher.

If not for her, it would have been much more difficult for me. We're still friends today.

How should new teacher induction be organized?

The new teacher should be paid a full salary, but should not have a full teaching load—maybe half or three-quarters. The new teacher should have opportunities to be involved in well-developed programs that will shape and cultivate that teacher's expertise, and help the teacher develop confidence. The master teacher, too, should have release time, and should be paid to be a mentor. Induction should be seen as an investment.

This is what happens in other professions, such as law and medicine. Doctors don't just come in and treat people. Neither do nurses.

We find that when new teachers have support from master teachers in their schools, they stay longer and adjust better. They're more confident and more successful.

What's the impact on students when districts don't invest in new-teacher induction?

We lose a lot of good teachers, and the turnover causes instability in schools. Especially in urban and rural schools, many of the children end up being taught by people who are not certified because so many trained teachers leave.

TEACHER SHORTAGE FACTS

FACT Novice teachers who are dissatisfied with student discipline and the school environment are **TWICE** as likely to leave.

FACT Colleges graduate more than enough teachers each year to fill all teaching vacancies.

Of these graduates **30%** never enter teaching.

Of those who do enter teaching **30%** leave within the first five years.

FACT In big cities, the percent leaving within the first five years is **50.**

FACT Beginning teachers who do not participate in an induction program are **TWICE** as likely to leave as those who do participate.

Source: John Merrow, National Center for Education Statistics, Education Week

Resources

- The NEA Professional Library has many books that can help a new teacher survive and thrive. Order them at www.nea.org/books, by phone at 800/229-4200, or by fax at 301/206-9789.

  The First-Year Teacher and *The Beginning Teacher K-8 Survival Kit* are for educators working in grades K-8. *The Beginning Teacher 9-12 Survival Kit*, *Teaching and the Art of Successful Classroom Management*, and *The Competent Classroom* (on aligning curriculum, standards, and assessment) are for high school.

  Several books in the library's Checklist series are also particularly useful for beginning teachers: *Countdown to the First Day of School*, *Pitfalls and Potholes*, *Bright Ideas*, and *The Discipline Checklist*. *The Best of Teacher-To-Teacher* is an anthology of favorite chapters picked by beginning teachers. Many other Professional Library books can help, too. Find them listed at www.nea.org/books.

- Thousands of new teachers—along with thousands of experienced teachers—have found that the free tips they get weekly from NEA's Works 4 Me E-mail list help them solve classroom problems. To get on the list, go to www.nea.org/helpfrom/growing/works4me/.

- To help local Associations start mentoring programs, the Professional Library publishes *Peer Support*, a book of six case studies.

- NEA also publishes "A Better Beginning," which includes examples from around the country, sample contract language, and other resources. It's available at www.nea.org/neatoday/0105/betbegng.pdf.

- For an analysis of the shortage of minority teachers and the need to recruit more, see "Excellence Through Diversity: Connecting the Teacher Quality and Teacher Diversity Agenda," *Journal of Negro Education*, Vol. 68, No. 3 (Summer 1999), co-authored by NEA Vice President Reg Weaver and NEA staffer Segun Eubanks.

- For more on the Michigan Education Association's program for training mentor teachers, contact JaMille Jackson, 800/292-1934.

- For more on Seattle's mentoring program, contact Miki Adams, 206/252-5980.

- For information on other mentoring programs, contact Marilyn Schlief, NEA, 1201 16 Street, NW, Washington, DC 20036, 202/822-7396.

Should second-career new teachers be required to take methods courses before starting work?

yes

ANGELA DENMORE ***has taught English for 12 years and was a special education teacher for five. She is now at Cape Henlopen High School in Lewes, Delaware, and has also worked in Pennsylvania and California. She is a National Board Certified teacher.***

Teaching is partly art and partly science. The art is in knowing which student will best learn with which teaching method. The science is knowing how to use the various tools and methods well.

The science is traditionally taught in methods classes. Without that knowledge, one cannot be an effective teacher. Even if a person had a successful career in another field, it's highly unlikely that he or she knows how to impart information, or to guide learners to understand it.

Once we are in the classroom, we often look back and regard the methods courses we took as useless. But these classes give us the framework for understanding the on-the-job training we get later.

Perhaps methods classes need to be revitalized, but let's not lose what they do right just because they don't meet all of our needs.

Anyone who wants to teach in a K-12 school should also have to take a course in classroom management. It takes particular skills to keep a classroom full of children or adolescents quiet, receptive, and on-task.

I have watched two people enter teaching after another career. One was a retired military man—you'd think he would know how to keep order. The problem was, he kept too strict an order. Students were so intimidated that they dared not speak out when they didn't understand the material. They went through weeks of not understanding what the man was trying to get them to learn.

Imagine the frustration of both teacher and students at the end of that time. He was actually accused of putting students in a closed closet to stop the acting out behaviors he was getting!

Students did not feel safe enough to take risks. They did not try to answer questions unless they were sure of the answer.

How many new and innovative ideas died in that classroom?

Students can have insights into our content areas that we may never have imagined. If we don't have the skills to involve them in learning, and give them the opportunity to speak even when they are not sure of their ideas, we may never discover those insights.

The other teacher was brilliant in her subject area. She taught the most interesting and up-to-date information. The problem was, she didn't break it down into words and segments that students of that age could comprehend. She was teaching over their heads.

Also, she didn't know how to discipline students. They soon took over the classroom. They were yelling to each other, walking around the room, and throwing things to each other.

This teacher was skilled in her content area. If she had learned teaching methods too, she would have been a dynamite teacher.

Both of these teachers were helped by their peers and by taking classes in methods and management at their local teacher's colleges.

I watched them go from being frustrated, harried people to gifted teachers over a period of a year or two.

We need to make sure that every teacher in every classroom in this nation learns the skills of teaching. ✔

no

MONICA JENKINS-MOORE ***has worked in Shreveport, Louisiana, for 13 years as a high school teacher, guidance counselor, and now as assistant principal at Linwood Middle School. She is a past president of the Caddo Association of Educators.***

Until four years ago, I was against people entering teaching without first taking methods courses. I came from a traditional program: I majored in education in college and took courses in methods, history of education, child development, and classroom management.

I confess that I often looked down on individuals who become teachers by simply having a degree and passing PRAXIS exams. I felt it cheapened our profession for someone to take the express route, and that it gave the public the impression that if you can't do anything else, try teaching.

Then I had the opportunity to work with two people who took this alternative route. Mrs. C and Mr. H had degrees in other fields (English and biology) but decided they wanted to teach. They got temporary certificates and had to take methods courses each year as they worked toward certification.

They taught me that teaching, like preaching, is truly a calling.

Not everyone is cut out to be a teacher. But if you demonstrate a love and respect for children, in-depth knowledge of your subject, a willingness to listen and learn, professionalism, and a commitment to be firm, fair, and consistent with children, I am more than willing to provide collegial support to you as a fellow educator.

I saw all these traits in Mrs. C and Mr. H in their first year.

It was a hard, stressful year for them. They worked overtime planning lessons. They asked for help, observed veteran teachers, went through new teacher assistance and assessment, and took methods courses at night.

But they both shared with me that it was also a rewarding year professionally and personally. Their only regret was that they did not become teachers sooner.

Lowering the performance standard for teachers is not acceptable. Anyone who is not up to standard does not belong in the classroom. But Mrs. C and Mr. H faced the same observations and assessments as all teachers, and must continue to develop professionally throughout their careers. Because of their limited background in education, they started out having to play catch up.

But Mrs. C and Mr. H both went on to become awarding-winning teachers.

Currently, I am working with several more teachers who started teaching without first taking methods courses.

And honestly, how many of us who went through the traditional programs had methods courses that were really of use once we become classroom teachers? I know that universities are trying to make methods classes worthwhile and meaningful, but most of them are not there yet.

In an ideal world, I would like all educators to follow the traditional path, but the teacher shortage must be addressed.

Sometimes, we forget to follow the directions that we give children. We say to them, "Think outside of the box." "There may be more than one way of solving this problem." "If you work as a team and support one another, anything is possible."

We cannot afford to put up bureaucratic roadblocks for the Mrs. Cs and Mr. Hs of this world. Our students deserve the very best. ✔

What's Your Opinion?

Should second-career new teachers be required to take methods courses before starting work?
To vote, visit our Web site at www.nea.org/neatoday.

Should teachers and support personnel be in separate NEA locals?
The tally on this Debate question from the last issue of *NEA Today*:
57% Yes **43% No**

From Low Performing t

NEA has launched an unprecedented, long-term initiative to assist struggling public schools and close this nation's student achievement gap.

Jill Jarsulic

You might not expect Pam Taverner, a language arts teacher and part-time curriculum coordinator in a suburban Kansas high school, to know a whole lot about urban or rural "low-performing" schools—aside from the usual tales of impoverished "at-risk" students, ancient facilities, and poor parent involvement.

And you might not expect Taverner, who works at Clearwater High School southwest of Wichita, to focus a lot of attention on those unfortunate schools, since their intractable problems don't spread to middle-class districts like her own.

But, in fact, Taverner is one of a number of dedicated Association members fueling NEA's Priority Schools Initiative, an unprecedented effort to address the needs of students and teachers in America's lowest-performing schools.

This comprehensive, long-term campaign will involve everything from assistance to NEA affiliates and districts in the school rescue process to community and political outreach to build broad consensus for closing this nation's student achievement gap.

At the heart of this initiative: accomplished educators like Pam Taverner.

As a veteran peer trainer for Kansas NEA, Taverner has visited both successful and struggling schools, places where you're either greeted as a colleague or glared at like an "alien."

Trained as a drama teacher to read body language and tone of voice, Taverner can often spot the kind of campus that will land on the state's list of "conditionally" accredited schools.

Besides being underfunded, it's a "cold" place, she observes, where the principal communicates through memos, the staff is "scared to death," and teachers labor in isolation, "with no time or mechanism for collaborating with the guy down the hall," she says.

Despite such odds, Taverner—a 30-year education veteran—thinks that even the "coldest" public school "could be just as good as my school, given the right amount of money, time, and people resources."

And, so long as some politicians judge all public schools by the problems of some, Taverner knows she has a stake in making this turnaround happen.

"I *hate* hearing about 'failing' public schools," this Kansan fumes, "because I see so many things going *well* in public education. And I'm tired of teachers just accepting this myth of failure, and not hitting back."

Pam Taverner is hitting back in her own way. She and ten other skilled teachers have joined Kansas NEA's new Quality Performance Accreditation Assistance Cadre, the first team ever organized by an NEA state affiliate to directly assist struggling public schools.

Cadre members are specially screened and trained to assist any school that is conditionally accredited by the Kansas state Department of Education. When invited to a campus, they'll be able to help staff to collaborate better, to gather and analyze school performance data, to design an "intervention" plan with a focus and target areas, and to obtain needed professional development and other resources.

"Among other things, cadre members—who are now readying to enter their first schools—will be helping grown-ups to get along better with one another," notes KNEA Instructional Advocacy Director Peg Dunlap. "Making group decisions and running effective meetings is not something you learn in college preparation programs."

"Cadre members all have great people skills and a sense of humor," says Taverner. "We can communicate with teachers, administrators, and every other kind of person encountered in the school improvement process. Moreover, we've all been involved in Kansas's progressive school accreditation process from the very beginning, and we all want to make it even better."

What's happening in Kansas is just one piece of NEA's Priority Schools Initiative. NEA is also beefing up support for its existing school change efforts—including NEA Family-School-Community-Partnership training and the KEYS diagnosis program for school strengths and weaknesses—and making tracks in these new directions:

■ **Releasing a step-by-step guide for "Making Low-Performing Schools a Priority."** Chock full of checklists, anecdotes of school site successes, and Internet resources, this user-friendly manual walks the average teacher and ESP through the nuts and bolts of school change. Those basics include collaboration-building among stakeholders, development of a school improvement plan, and procurement of resources to meet improvement targets.

To supplement this guide, "NEA is planning technical assistance, including training and staff development, for state affiliates that need help to plan for school change initiatives," reports Sheila Simmons, a member of NEA's Priority Schools Core Team.

■ **Focusing maximum attention on ways to close the achievement gap.** Belinda Williams, a research psychologist who has studied urban students for the past 25 years, helped NEA write the priority schools guide and is now working with the Association to develop other school change training tools.

But Williams's strongest contribution to the Priority Schools Initiative is research showing that educators can help urban students reach their full potential by learning more about these

Matt Ferguson

"Do we trash these struggling schools, branding the teachers, staff, and students as failures, and abandon them to voucher programs?

"Absolutely not. I believe NEA members have a special responsibility to step up to this challenge as problem solvers, as partners, and as leaders."

—NEA President Bob Chase

o High Priority

Kansas teacher Pam Taverner belongs to the first team ever organized by an NEA affiliate to assist low-performing schools. "Any school could be as good as my school, given the right amount of money, time, and people resources," Taverner maintains.

children and their culture, working their daily experiences into lessons that connect curriculum content with students' existing knowledge and interests, and exploiting hidden "assets" like the problem-solving skills urban youngsters often develop as survival mechanisms *(see Williams interview on page 21)*.

"There is a huge difference between improving achievement and closing the achievement gap," says Williams. "Improving achievement might involve introduction of a new program, a specific professional development experience, parental involvement strategies, or class size reduction. But if all these important activities are introduced in a fragmented way, you typically find only a slight achievement gain."

Williams concludes: "The current research and theory on human development suggests that to close the achievement gap you have to *integrate* and *focus* federal, state, district, and school strategies and staff development to reflect a shared understanding of how all people learn."

■ **Focusing lawmakers on the need to help—not hurt—struggling schools.** The political fix for low-performing schools is too often punitive, like tuition vouchers that divert per-pupil funding to private institutions *(see list of voucher advocates on page 17)*.

In response, NEA has developed model federal and state legislation to ensure that struggling schools have the resources to begin the steps toward a successful turnaround—everything from lowered class size to recruitment and retention of qualified staff.

Congress is starting to listen. At *NEA Today* press time, the Senate was debating an NEA-backed provision—in legislation reauthorizing the Elementary and Secondary Education Act—to progressively target low-performing schools for federal aid, from 0.5 percent to 5 percent of Title I funding over two years.

This measure, introduced by North Carolina Senator John Edwards, would also strongly encourage each state to replicate North Carolina's practice of assigning state assistance teams to low-performing schools.

The Tarheel State teams, rigorously trained with the help of the North Carolina Association of Educators/NEA, have used the talents of veteran teachers and retired administrators to boost student achievement in no fewer than 29 struggling schools since 1997.

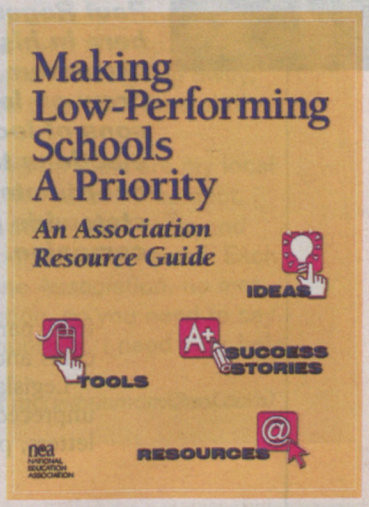
"Team members should go into these schools to support and not 'fix' them," stresses Angela Farthing, manager of NCAE's Center for Teaching and Learning. "They can mediate conflicts, show staff how to analyze performance data, offer different teaching strategies, and model lessons. People skills are tantamount in this job.

"NCAE helps the work of these teams by providing mini-grants to low-performing schools to purchase supplies and/or offer stress relief," Farthing adds, "and we've created a special newsletter that goes to all current and past low-performing schools."

■ **Integrating efforts and reaching out for allies.** "Everything we do to close this nation's student achievement gap has to be integrated into a total effort. There can't be stand-alone projects," emphasizes Warlene Gary, NEA's manager for urban initiatives.

"All children can learn," she adds. "We need to make a commitment to reach all children and to raise their achievement to the highest level.

"We can't do this alone," Gary concludes. "We need allies, we need to extend NEA's external partnerships, and we need to use the best and brightest in our profession to work with the hardest-hit schools." ✔



For more on Kansas NEA's QPA Assistance Cadre, contact Peg Dunlap at pdunlap@nea.org. NEA's high-priority schools guide is at www.nea.org/issues/lowperf/priorityschools/.

Heroes & Zeroes

▲ In Montana, more than 3,000 parents and other state residents—including K-12, higher ed, and public employees represented by MEA-MFT—jammed the State Capitol March 3 to rally for public education. The record crowd filled the rotunda, three floors, and steps outside to hear speakers describe the devastating impact of inadequate state funding on Montana's children and college students.

Legislative leaders responded quickly, pledging to move public education funding to the top of the priority list. Not enough for MEA-MFT President Eric Feaver, who urged ralliers to keep making noise until the end of the legislative session.

▼ The National Association of Manufacturers and other big business groups have successfully lobbied in Washington to kill labor-backed OSHA ergonomic standards that would have benefited NEA members in at least 23 states. The people most harmed: ESP who sustain musculoskeletal disorders through repetitive motions, awkward work postures, or the lifting and shifting of disabled students.

▲ In February, a machete-wielding man charged into Hopewell-Winterstown Elementary in Pennsylvania's Red Lion district. In a 20-minute confrontation, principal Norina Bentzel and teachers Linda Collier and Stacey Bailey put themselves between students and the swinging machete.

No child suffered life-threatening injuries. But Collier underwent five hours of surgery on her hand, and Bentzel was flown to Baltimore's Curtis National Hand Center for similar surgery—on sliced tendons and shattered bones. Bailey and ten children were quickly treated and released.

Stick Together, Stay On Message, Tell Your Story

Wyoming NEA members and coalition partners win nearly $50 million for educator pay raises.

Photos by Dan Cepeda

One very snowy day in February, when roads were closed and the temperature had plunged to 5 degrees, some 300 determined people huddled on the steps of the Wyoming State Capitol.

They stood there for an hour, steam rising from their mouths, as speakers talked about the importance of schools staffed with quality educators and the tragedy of losing qualified teachers to other states that pay better salaries.

Rally organizers called for a decent raise for teachers, ESP, and school administrators, and they had powerful stats to back that demand:

Wyoming ranks 43rd in teacher salaries, lost 143 teachers in the last school year, and began this year with 54 unfilled positions—for a state with just 7,400 full-time teaching slots.

Paul Rogers, here in his classroom, drew on lessons of local elections to coordinate a statewide pay campaign.

It may have been brisk outside, but it was chillier yet inside the Capitol, where legislators grappled with the fact that both the rally organizers and a vast majority of the shivering participants were voting, taxpaying *parents*.

It was that kind of legislative session in Cheyenne this year.

Wyoming's frugal lawmakers, who had failed to implement three successive state Supreme Court decisions ordering proper funding of the educational system, were given an eight-week-long wake-up call on education pay—by everyone from parents and educators to physicians and business people.

Legislators were buried in an unprecedented avalanche of E-mails, letters, phone calls, and personal visits, all stressing the need to use part of Wyoming's $700 million budget surplus to enhance recruitment and retention of quality school employees at all levels.

"One legislator said he received more E-mails, calls, and letters on this issue than on crime, snowmobiling, and wolves in Yellowstone National Park," reports Paul Rogers, a Riverton Middle School social studies teacher who coordinated the Wyoming Education Association's district-by-district involvement in this grassroots campaign.

The overall drive to boost educator pay was steered by "A Call to Action," a solid pro-public education coalition comprised of WEA, the Wyoming Association for School Adminstrators, and the Wyoming School Board Association. The coalition partners, supported by many other groups statewide, successfully created a "bandwagon atmosphere" around the pay issue, Rogers points out.

The legislature finally jumped aboard the bandwagon on February 26, approving a $75 million supplement to the two-year budget passed in 2000.

"If we don't pay competitive salaries, we can't retain quality staff essential to true educational reform."

—Wyoming Education Association President Gary McDowell

The supplemental budget's biggest single category: a $47.85 million "external cost adjustment" to boost teacher, ESP, and administrator pay and benefits.

Even the cautious Governor Jim Geringer, who had wanted to study the salary issue until next year, caught a ride on the bandwagon. He neither signed nor vetoed the budget bill, letting it become law.

Now, it seems, everyone in Wyoming is focused on education pay. The legislature will require each of the state's 48 districts to report next year how they spent their share of the $47.85 million, while the Wyoming Supreme Court will scrutinize how the legislature implements its *latest* school funding decision, handed down smack in the middle of the February budget debate.

Among other things, this landmark ruling calls for the indexing of state education funding to the cost of living, and adjustment of administrative and ESP salaries "to account for differences in experience, responsibility, and seniority."

Moreover, the ruling holds that if teacher salaries are not adequately adjusted for inflation, they'll no longer be "constitutionally based."

What accounts for Wyoming's legislative and judicial progress on education pay at a time when so many states are struggling to hire and keep good teachers? Some clues from the front lines:

- ***Members of the Wyoming school community stuck together.*** "'Call to Action' coalition partners—teachers and ESP, administrators, and school board members—had opportunities to break apart, but no one was willing to do so," says WEA President Gary McDowell. "We made sure we stayed together *all the way* because of the critical nature of this legislation."
- ***Everyone stayed "on message."*** WEA attorneys and lobbyists delivered an identical message to Supreme Court justices and legislators: You can't maintain a quality education

THE BOTTOM LINE

CEO PAY: Corporate CEO pay increased by 535 percent in the 1990s. Since 1960, the pay gap between CEOs and the President of the United States has grown from a ratio of 2:1 to 62:1. www.ufenet.org/press/ exec_excess_2000_pr.htm.

EDUCATION EQUITY: While community wealth is still a big factor in determining the quality of local education, a study shows that legislation in Vermont is helping to level the field for students. www.ruraledu.org/vt_equity.html.

VIOLENCE: Sixty-three percent of parents believe school shootings could occur in their communities. Almost 70 percent of Americans think a parent should be held liable if his or her gun is used. www.gallup.com/poll/release/pr010306.asp.

SURPLUS: The vast majority of Americans believe the budget surplus should go toward strengthening Social Security and improving public education instead of tax cuts. www-news.uchicago.edu/releases/01/010215.bobo-dawson.shtml.

In places like Riverton, Wyoming, teachers and administrators joined forces to boost educator pay.

workforce without quality pay.

And that message was repeated by grassroots coalition lobbyists in every district, notes WEA political coordinator Paul Rogers, a veteran of successful local school board and bond campaigns.

"We followed the advice of an NEA palm card I keep in my wallet," he says. "Simply, it's keep the message short and never vary it, stay positive, and stay on message until the bitter end."

■ ***The school community educated the public on the teacher shortage.*** Through everything from teacher letters to the editor to coalition TV and radio ads, taxpayers learned that Wyoming teacher recruitment is way down and that the quality of too many teaching applicants is slipping.

To drive the point home, one coalition-produced TV program featured a panel discussion by top experts on recruitment: school superintendents and personnel managers.

Another spot, taped at a Colorado university teacher fair, exposed viewers to the sad sight of Wyoming recruiters sitting unvisited at their tables—while a Texas recruiter described how he hires one or two Wyoming teachers a year, "sets a trail," and then revisits Wyoming repeatedly to follow the bread crumbs to other prospective hires.

■ ***Everyone told their story.*** In Albany County School District #1, the administration and 240-member Albany County Education Association jointly collected data that dramatized the recruitment crisis—such as a fall-off in the number of junior high and high school teaching applicants, and the personnel manager's declining "quality" scores for applicants.

Then educators, from ACEA President Stephanie Weigel to Superintendent Charles Head, delivered this damaging information to legislators in nearby Cheyenne.

"We tried to keep our lobbying real positive," recalls Weigel, a second grade teacher at Laramie's Thayer Elementary. "All kinds of people spoke out.

"One teacher with a wife and two children admitted at a legislative hearing that his family was on food stamps—that was real powerful," says Weigel. "And some Laramie student teachers visited the Capitol for a day while regular teachers covered their classes. One future teacher told a legislator, 'I'm not staying in Wyoming. How can I?'"

■ ***NEA stood at the side of Wyoming educators.*** The 5,500-member Wyoming Education Association "would never have been able to mount a statewide campaign without a $60,000 grant we received from NEA," stresses political coordinator Rogers. "That money allowed WEA to buy advertising and many other campaign necessities, plus pay for release time for me to focus on the nuts and bolts of organizing."

This grant—funded by a $5 dues increase passed last year by the NEA Representative Assembly to defend and promote public education—was a "key factor in our victory," adds WEA staffer Ron Sniffin. "We were the only coalition partner that had cash. That helped us get our message out effectively." ✔

For more, go to www.wyoea.org/.

Do'ers Profile

■ ***Name and Profession:*** Rachel Hicks, bus driver
■ ***NEA local affiliate:*** Geneva County (Alabama) ESP Organization
■ ***Position:*** Local president
■ ***Most recent accomplishments:*** This first-year president has helped boost her small local's membership from 75 percent to 94 percent of potential and enlisted education support personnel in a variety of energizing activities.

Geneva County ESPO members have raised $12,600 to buy security cameras for the district's 35 buses, teamed with teachers to promote student reading, and won a top award at the National Peanut Festival for an imaginative exhibit—viewed by more than 400,000 people—on the important role of ESP in public schools.

"I have a product I believe in: our NEA local and state affiliates," Hicks stresses, "and it's easy to sell to nonmembers."

For starters, Geneva County ESPO has built a positive relationship with the administration. This has led to the designation of a central office liaison for support staff and improvements in district policy, such as ESP parity with teacher leave and an updated sick leave bank.

This relationship has also yielded gains in professional development. With the full support of Superintendent William Burns—a proud new Geneva County ESPO member—Hicks and her colleagues recently organized two days of workshops on ESP-requested topics such as gang awareness, youth violence, stress management, special ed laws, and even "kitchen math."

■ ***Words of wisdom:*** "I decided not to sit back and do nothing, but to step up to the plate, set goals, and accomplish them. There are those who will help you accomplish your goals and those who will want to stop you, so you can't stop long enough for anything to get in your way.

"You need to keep an open mind when dealing with administrators and school board members. I don't mean butter them up. I mean think positively, never negatively, and keep going back in with the same issue and don't give up.

"Let managers know you're not going away, and that you will be back time after time until a problem is solved.

"Two of my best organizing tools are my local Association newsletter and personal contact. You've got to work with others as a team and get everyone's input, no matter how small. Each member is valuable to the Association, no matter what the job description, so you need to say to him or her, 'You're important. I need your help in this.'"

(E-mail Rachel Hicks at rachelbusmom@aol.com)

DEVELOPMENT: State mandates for professional development are often ineffective because they apply a one-size-fits-all approach, ignoring the greatly diverse needs of students. www.middleweb.com/hmstate.html.

HEALTH CARE: Americans suffering from the five most common chronic illnesses face vast disparities in treatment depending on whether or not they have health insurance. www.familiesusa.org/press/releases/2001/chronicreport.htm.

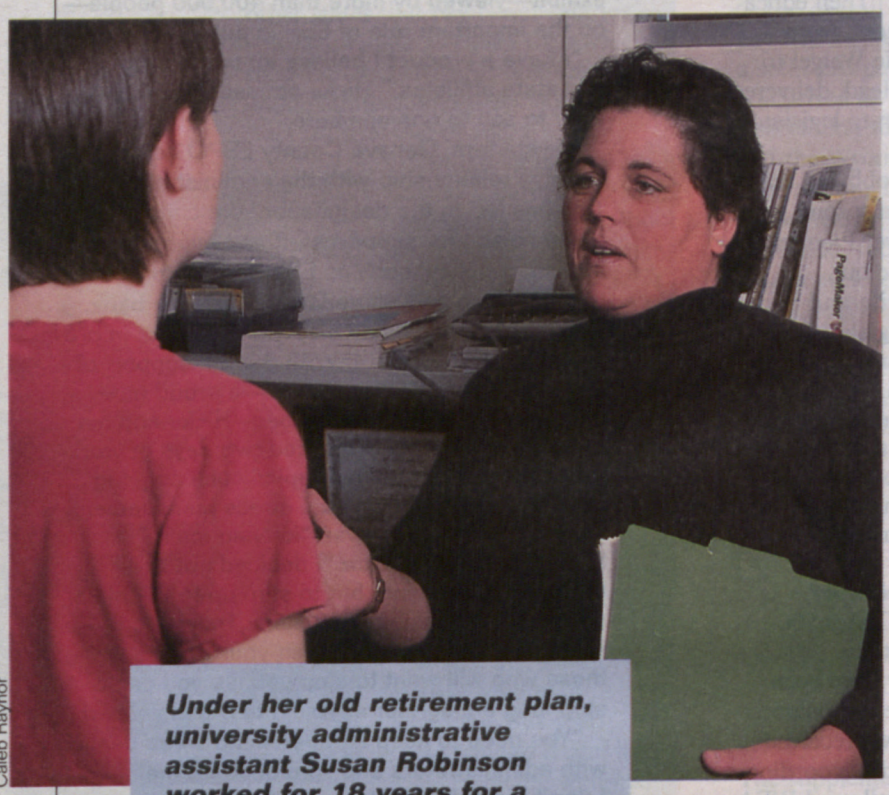
LOCAL EDUCATION FUNDS: Under community-based local education funds, 53 percent of students are eligible for free or reduced-price lunches, compared with the 33 percent national average. www.publiceducation.org/news/022301.htm.

EDISON SCHOOLS: A new study reveals that students enrolled in Edison Project schools are performing below both district and state performance levels. www.wmich.edu/evactr/edison/edison_eval_exec_summ.htm.

"It's About Treating Everyone the Same"

In the University of Maine system, a largely female ESP unit wins retirement equity through persistence and community support.

It just wasn't fair and it just couldn't last. For decades, union members in the University of Maine's largely female clerical support unit languished under a retirement scheme that yielded only about *one-tenth* of the benefits offered by the plan for for the UM system's predominantly male bargaining units.



Caleb Raynor

Under her old retirement plan, university administrative assistant Susan Robinson worked for 18 years for a rollover of just $8,500.

That injustice finally came to an end this winter, thanks to a five-year battle waged by members of the NEA-affiliated Associated Clerical and Secretarial Unit of the University of Maine.

In a contract settlement reached in January, ACSUM won retirement-benefit equity with faculty and other male-dominated bargaining units. And because of persistent activism by university office staffers, this pact will be implemented two years ahead of schedule.

"We finally have retirement parity," declares ACSUM chief negotiator Suzanne Moulton, a history department support staffer at the Orono campus of the University of Maine. "We did this out of a deeply held conviction that gender discrimination is wrong. We put an end to the feminization of poverty at the University of Maine."

Under ACSUM's old retirement plan, the university made an annual fund contribution totaling only 1.25 percent of each employee's income. Employees could not make contributions of their own and had no survivor benefits.

At the same time, staffers in other university units were able to participate in a 403(b) plan that permitted an annual combined employer/employee contribution of 10 percent.

ACSUM first made retirement equity a goal in 1996. Its bargaining team, comprised of Moulton, Susan Robinson of the University of Southern Maine, and Bob Coffin of University Network Services, worked to raise employee consciousness of the issue, then fought for it during negotiations for ACSUM's 1996-98 contract.

Despite strong university opposition, ACSUM members won their demand—but the university insisted on delaying implementation of retirement parity until 2003.

But during a round of benefit negotiations in 2000, ACSUM bargaining team members discovered that the university was financially capable of implementing retirement equity sooner than scheduled.

They called on their employer to do just that, and turned to fellow workers and the public for support.

"We put the pressure on," says Robinson, an administrative assistant at USM's Portland campus. "We circulated petitions among the faculty and staff. We sent letters to the university community, the press, and the legislature. We let them all know the university could afford what we were asking for.

"And they stood with us," Robinson notes. "The university community backed up our demands to the administration."

In the end, the university conceded, agreeing to implement retirement parity right away—by July of this year.

Under this agreement, ACSUM members will be able to participate in the university's 403(b) plan. The university will contribute 6 percent of each employee's salary to the plan, and will further match employee contributions of up to 4 percent. ACSUM members will become fully vested in the plan after five years of service.

"There's all the difference in the world between the new retirement plan and these employees' old one," says Maine Education Association UniServ Director Ross Ferrell. "Just by the numbers, it's the difference between poverty and retirement security. Beyond that, ACSUM members now have permanent contributions to a fund. If they're vested and they move on to other jobs, their benefit stays in the fund, waiting for them when they retire."

"The people working at the University of Maine are much better off today, and we should all be proud, because it's about fairness," says Robinson, who works in USM's telecommunications department.

"Certainly, the money was important, too," Robinson quickly adds. "Under the old retirement system, I worked 18 years for a rollover that was worth only $8,500. That obviously wouldn't have gone very far toward supporting me in retirement.

"But fairness is the key issue. It's about treating everyone the same," she stresses. "There is no reason why we, as women, as clerical workers, should accept being treated as second-class employees."

"This was a tremendous achievement," says Ferrell. "Our negotiators took on a giant challenge over many years. They stuck to their demands

THE BOTTOM LINE

SCIENCE: Sixty-five percent of U.S. eighth graders report conducting science experiments in class "almost always" or "pretty often." Only 57 percent of eighth graders polled internationally say the same. http://nces.ed.gov.

SCHOOL-TO-WORK: A new report shows that school-to-work initiatives such as cooperative education are raising student achievement and winning support from teachers. www.tc.columbia.edu/iee/stwrelease.htm.

CRIME: Despite the tragic rash of school shootings in the United States, overall school-based crime against students is dropping, and students say they feel safer. http://nces.ed.gov/pubs2001/crime2000/.

CHILD CARE: A poll has found that most parents would prefer public policies that make it easier for one parent to stay home with young children over policies to improve child care so both parents can work. www.publicagenda.org.

"When I reach retirement age, I'll be able to look back and know that by getting involved, I helped make things better for a lot of people."

—Susan Robinson, administrative assistant, University of Southern Maine

even though the university repeatedly made smaller offers and put up a very strong resistance.

"ACSUM's victory," the UniServ director concludes, "will better the lives of about a thousand employees right now and thousands more in the future. And it never would have happened without the diligent, dedicated work of this negotiating team."

Robinson says she was inspired to join the negotiating committee by talking to Moulton.

"Suzanne is a leader, and a great motivator of people," Robinson observes. "She made me understand that employees at all levels need to get involved in making their jobs better. Strength only comes through numbers."

Robinson stresses that it's always important for education employees to look ahead, beyond the issues that are affecting them today.

"Young workers don't think too much about retirement. I know I didn't," she admits. "But it's a critical issue. And now, when I reach retirement age, I'll be able to look back and know that by getting involved, I helped make things better for a lot of people."

The retirement-parity victory is not the first triumph that ACSUM has earned for employment equity in higher education. Ten years ago, ACSUM fought against a pay system that favored male-dominated jobs over female-dominated jobs.

After ACSUM pushed for a comparable worth study of university jobs, the university adopted a gender-neutral pay system with funding assistance from the state legislature. ✔

—Matt Simon

Clip & Save

Ten Reasons to Speak Out for Public Schools

Never, ever stop speaking out for public education. There are some very wealthy folks out there—many of whom work together—who fuel America's pro-voucher movement. Some names for your file:

1. Wal-Mart heir **John Walton**, the movement's most prolific giver, gave seed money to the pro-voucher group CEO America and $2 million to Michigan's 2000 voucher ballot initiative. Walton bankrolls a massive private voucher program along with financier Ted Forstmann and runs a charter school management company. And through the Walton Family Foundation, Walton supports advocacy groups, think tanks, and legal nonprofits that promote vouchers and tax credits.

2. Financier **Ted Forstmann** recently funded a multimillion-dollar ad campaign attacking public education. Forstmann wants to scrap public schools in favor of an ATM-like system that would dispense taxpayer-funded vouchers for tuition at schools run by anyone who wanted to start one.

3. Silicon Valley venture capitalist **Tim Draper** spent more than $26 million last year on an unpopular California initiative—defeated by a 70-30 margin—to give publicly funded vouchers to children from even the wealthiest families.

4. Alticor Inc. President **Dick DeVos** directed the 2000 Michigan voucher initiative and, with family members, spent $5 million on this measure—which voters rejected by a 70-30 margin. DeVos and his wife, Betsy, are continuing their anti-public education assault through a new nonprofit organization that promotes a skewed report claiming that 90 percent of Michigan's public schools are failing.

5. **The Lynde and Harry Bradley Foundation** in Milwaukee makes generous gifts to provide a reliable funding stream for vouchers, from courtroom to the classroom. Among the beneficiaries of the Bradley Foundation's largesse: Milwaukee's privately funded voucher program, Harvard researcher Paul Peterson, and the Institute for Justice, a pro-voucher legal defense group.

6. Texan **James Leininger** has poured money into political campaigns to promote a conservative agenda that includes vouchers. Leininger provides the bulk of the funding for the Horizon program in Texas, a privately funded voucher program that's draining money from San Antonio's Edgewood public schools.

7. Insurance company executive **J. Patrick Rooney**, the founder of an early privately funded voucher program, went national after unsuccessful attempts to push vouchers in his home state of Indiana. Rooney has been a key figure in several pro-voucher groups, including CEO America, the American Education Reform Council, and the Greater Educational Opportunities Foundation.

8. Economist **Milton Friedman** uses his modest-sized foundation to supplement his four decades of voucher advocacy. Friedman supports ad campaigns, conferences and publications, think tanks, and advocacy groups to promote public school "alternatives."

9. **Richard Mellon Scaife** exerts his financial reach through four family foundations. Scaife, who joined other voucher regulars in supporting the 1993 California voucher initiative, provides core support for think tanks and advocacy groups, private organizations that offer vouchers, and public interest law firms that promote vouchers and tuition tax credits.

10. In 2000, the voucher movement found itself new benefactors. Univision CEO **Jerrold Perenchio** gave more than $1 million to the California voucher initiative. Former Circuit City CEO **Richard Sharp** gave $100,000 to both the California and Michigan initiatives. Michigan's big-giver list included Wolverine Gas & Oil CEO **Sidney Jansma**, at $470,000; Domino's Pizza founder **Thomas Monaghan**, $350,000; and the computer company **Compuware**, $361,000.

YOUR DUES DID IT

■ NEA helps underwrite the Center for Education Research, Analysis, and Innovation at the University of Wisconsin-Milwaukee. CERAI's independent research—in areas such as vouchers, class size reduction, high-stakes testing, and for-profit education—appears often in the media, academic journals, and legislative debates. For more, go to www.uwm.edu/Dept/CERAI/.

JUNK FOOD: With junk food contributing to childhood health problems, the USDA is seeking nutrition standards that could spell doom for school soda and snack machines. www.fns.usda.gov/tn/healthy/calltoaction.html.

ADULT EDUCATION: Only 4 percent of U.S. adults who do not have a high school diploma participate in work-related adult education courses. http://nces.ed.gov/pubs2001/quarterly/winter/feature/f_section1.html.

DOT-COMS: The widespread failure of Internet companies catering to the general public may soon spread to dot-coms serving the $100-billion education market. www.nsba.org/sbn/01-mar/030601-3.htm.

SPECIAL ED: African-Americans are far more likely than whites to be classified as needing special education, and those so classified are less likely to be mainstreamed. www.law.harvard.edu/civilrights/conferences/speced/exsummary.html.

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**All other bank APYs shown in the comparison chart are valid as of 3/6/01, based on a $2,500 minimum opening deposit and a term of 12 months. Source – *Informa Research Services*, 3/6/01.

†Eligible NEA family members include parents, spouse (or domestic partner) and children.

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CDNT0501

NEA Examines the Rights of Nontenured Teachers

Are probationary teachers who are let go before they gain tenure entitled to 'due process'? The answer might surprise you.

Almost every state has enacted a "tenure" law granting teachers, after a probationary period, the right not to be disciplined or discharged except for "just cause"—that is, some legitimate reason related to serious misconduct or job performance.

The name for this job protection varies from state to state: tenure, continuing contract status, career status, nonprobationary status, and permanent status. The required probationary period also varies greatly, from two to five years.

In addition to "just cause" protection, tenured teachers also have the right to "due process." This means a formal hearing before an unbiased person or panel, where the school administration has the burden to prove the charges. The teacher has the right to testify and to call and cross-examine witnesses and to have the assistance of a lawyer.

But what about nontenured teachers? What are their rights after they're nonrenewed? Delegates to last summer's NEA Representative Assembly directed NEA staff to investigate nontenured teacher rights. The results of this study are summarized in the accompanying chart. A more detailed report and action plan will be sent to NEA state affiliates later this year.

In researching this issue, NEA staff considered three different ways in which nontenured teachers might enjoy some sort of job protection and minimal due process.

First, staff determined whether the law of each state gives probationary teachers the right to know the reasons for a nonrenewal decision and the right to meet with the school board or superintendent to argue to keep their job. A total of 19 states afford nontenured teachers these rights.

Second, NEA staff examined whether school districts are required to evaluate beginning teachers and to provide a plan of improvement to assist those whose teaching is deemed deficient. A total of 20 states provide new teachers with these protections.

Significantly, in 14 of these states, if a school district fails to comply with the requirements for an evaluation and plan of improvement, then the district cannot refuse to renew the teacher because of alleged teaching deficiencies.

Finally, staff also reviewed state bargaining laws. In some 21 states, collective bargaining representatives have the authority to negotiate "just cause" protections for beginning teachers that can include more formal due process procedures. In ten states, that issue is a prohibited subject of bargaining, and in seven states, the question is unclear. Thirteen states have no bargaining law for public school employees.

The results of this survey reveal that a number of states have substantial job protections for beginning teachers that minimize the risk that they will suffer arbitrary nonrenewals. These states include: Alaska, Arkansas, Delaware, Indiana, Kentucky, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Pennsylvania, Vermont, and West Virginia.

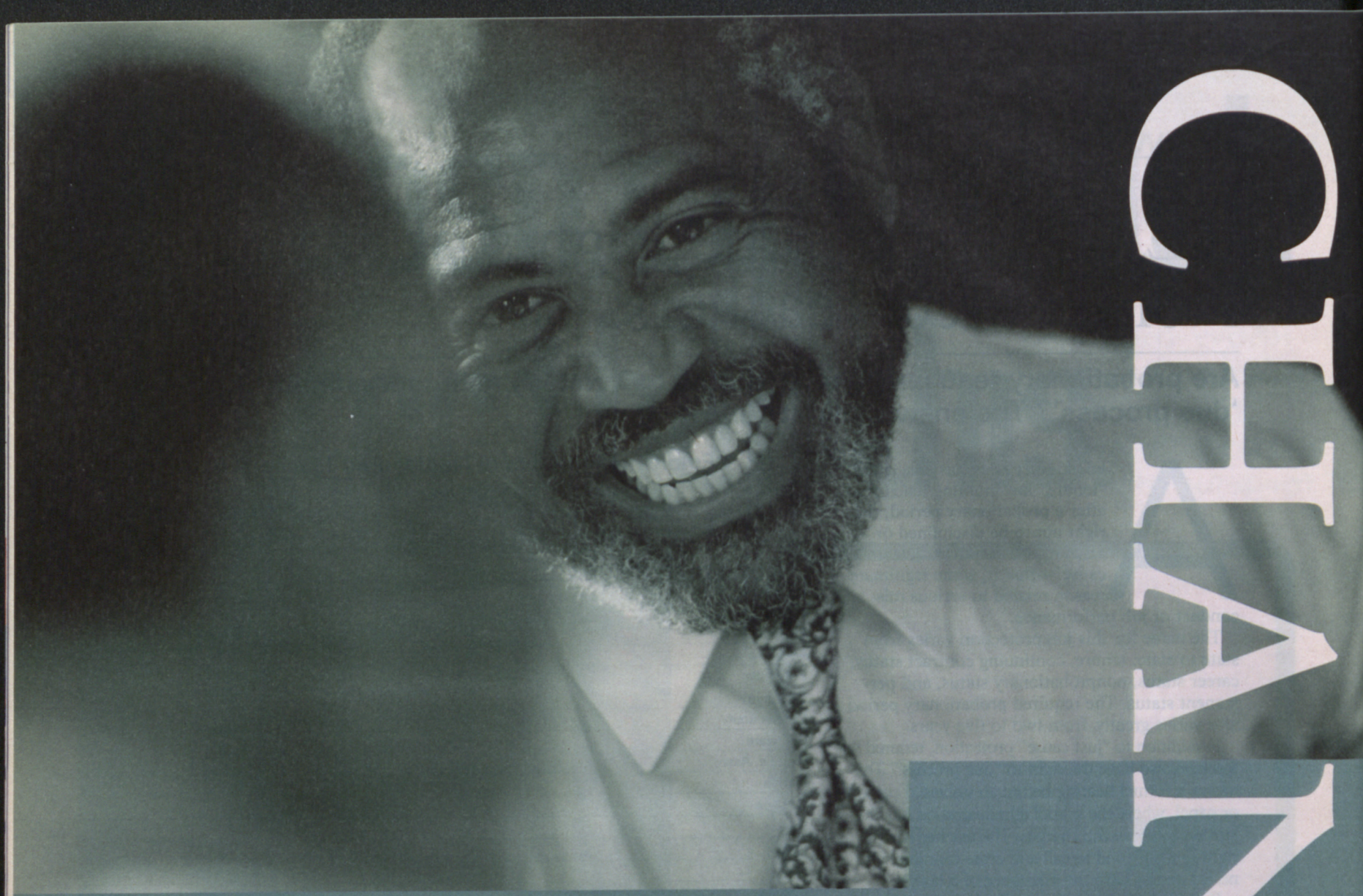
At the other end of the spectrum are several states where nontenured teachers enjoy few or no rights in connection with nonrenewal decisions. These include: Alabama, California, Colorado, Florida, Illinois, Maine, Maryland, Massachusetts, Missouri, North Carolina, South Dakota, Utah, and Wyoming.

Finally, beginning teachers should be warned that three states—Georgia, Mississippi, and Texas—have no state tenure law, even for veteran teachers. ✔

— Michael D. Simpson
NEA Office of General Counsel

Employment Rights of Nontenured Teachers, K-12

	Right to know reasons for nonrenewal	Right to meet with administration	Mandatory evaluation of job performance	Mandatory plan of improvement	Violation of evaluation procedure results in contract renewal	Union can bargain just cause protection
Alabama						
Alaska	✔	✔	✔	✔		✔
Arizona	✔		✔			
Arkansas	✔	✔	✔	✔	✔	✔
California		✔				
Colorado	✔		✔	✔		
Connecticut	✔	✔	✔			
Delaware	✔	✔	✔	✔	✔	✔
Fed. Ed. Assn.			✔			
Florida			✔	✔		
Georgia	✔		✔	✔		
Hawaii		✔	✔		unclear	✔
Idaho	✔	✔	✔		✔	✔
Illinois	✔		✔			
Indiana	✔	✔	✔		✔	✔
Iowa	✔	✔	✔		unclear	✔
Kansas			✔			✔
Kentucky	✔		✔	✔	✔	✔
Louisiana	✔		✔	✔	✔	
Maine			✔			
Maryland			✔			
Massachusetts			✔			unclear
Michigan			✔	✔	✔	unclear
Minnesota	✔		✔			✔
Mississippi	✔	✔				
Missouri	✔		✔			
Montana						✔
Nebraska	✔	✔	✔	✔	✔	unclear
Nevada	✔		✔	✔	unclear	✔
New Hampshire						✔
New Jersey	✔	✔	✔	✔		✔
New Mexico	✔		✔			✔
New York	✔				✔	
North Carolina	✔		✔			
North Dakota	✔	✔	✔		unclear	unclear
Ohio	✔	✔	✔	✔	✔	✔
Oklahoma	✔	✔	✔	✔	✔	
Oregon	✔	✔	✔	✔		✔
Pennsylvania	✔	✔	✔		✔	✔
Rhode Island	✔	✔				unclear
South Carolina		✔	✔	✔		
South Dakota						unclear
Tennessee			✔	✔		✔
Texas		✔	✔		✔	
Utah			✔	✔		
Vermont	✔	✔				✔
Virginia	✔	✔	✔			
Washington	✔	✔	✔	✔		unclear
West Virginia	✔	✔	✔	✔	✔	
Wisconsin		✔				✔
Wyoming	✔		✔			



CHANGES

FACE-TO-FACE COUNSELING

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Someone who can help

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INTERVIEW

How To Close the Student Achievement Gap

Belinda Williams knows it takes more than one-shot improvements.

For 25 years, Belinda Williams has worked to find the best ways to improve low-performing schools—through the regional educational lab at Brown University, at Research for Better Schools in Philadelphia, and at the Center for Health, Achievement, Neighborhood, Growth, and Ethnic Studies (CHANGES) at the University of Pennsylvania. Now she's focusing on the NEA Priority Schools Initiative, which looks to effect true change in low-performing schools (see page 12). Williams spoke recently with *NEA Today*'s Dave Winans.

Rachelle Omenson

NEA's Priority Schools Initiative is looking to close the student achievement gap. How do you see that getting accomplished?

The first thing to understand is the difference between improving achievement and closing the gap. Improving achievement might involve putting in a new program, or some strategies for parental involvement—or even introducing standards or reducing class size or transitioning to site-based management.

All of those are important. But if they're introduced in a fragmented way, what you typically find is just some slight improvement in achievement. The gap between children who are socioeconomically disadvantaged and their more advantaged peers continues and is perpetuated.

What big picture changes do you see?

The research and theory on human development suggests that we need to integrate strategies that are based on how all people learn, not what they learn.

Those human development components or elements include understanding culture, which I define simply as the daily experience of an individual or a group of human beings—where they live, where they go, what they care about, what interests them, what they learn, which abilities get developed. Just what goes on in their lives that's meaningful to them on an interpersonal, as well as knowledge acquisition basis? That knowledge is essential.

Second, it is essential to understand the distinction between the abilities developed in the student's environment and the abilities that are measured on the achievement tests administered in school. The tests only measure a limited set of school-related language and abilities, not necessarily potential for learning or intelligence.

Decisions are often made about students in low-performing schools without a clear understanding of this distinction. Those decisions often result in program placements that define and restrict the child's entire educational experience. Children may receive a watered-down educational program, when what was required was more time to learn the standard curriculum and/or more meaningful instruction—that is to say, instruction more connected to the students' experiences and knowledge.

What strengths and abilities have these students developed?

Often, children who are socioeconomically disadvantaged develop strong leadership abilities, because they have developed a sense of autonomy very early because the family is large or their parents' time is focused on providing the essentials for survival. Such children might learn earlier than other children to take care of themselves.

Quite often, when children, particularly males and specifically African American males, arrive at school, those strengths are unfortunately perceived as aggressive behavior. That perception can set up a very negative chain of events, resulting in a disproportionate number of suspensions, referrals, special education classifications, and dropouts.

How can these translate into academic strengths?

If teachers view their knowledge of students' experiences and language development as powerful opportunities to develop lessons to teach the standard curriculum, then integrating this knowledge with other reform strategies can strengthen instructional decision making and student engagement.

Then there's resilience. Currently, schools and even various intervention models are based on and limited to addressing elements of poverty, like limited school vocabulary and language experiences, poverty itself, dysfunctional families, drugs, crime, and abuse.

That perspective ignores other research that helps us understand what enables some individuals to go on and be successful in spite of all those challenges. These kids are resilient—and if recognized and supported in and outside of school, they have the tenacity to succeed.

So how can we help these students meet with success?

I define their strengths in terms of what they bring from their environment—what they know, what they do, and what they care about. Build learning around things they care about or that matter. That's the way to engage children who come from a different experience in the teaching and learning process.

So there's no single panacea.

Right. Research would suggest that to improve our neediest schools, there needs to be more than a superficial directive that says "focus on teaching and learning." How human beings learn has to be central to that focus on teaching and learning. ✔

RESOURCES

- For more information about NEA's Priority Schools Initiative, visit www.nea.org/issues/lowperf/priorityschools/ for a copy of *Making Low-Performing Schools a Priority: An Association Resource Guide.*
- *Myths and Realities: Best Practices for Language Minority Students* by Katharine Samway and Denise McKeon, Heinemann Press, www.heinemann.com, or 800/793-2154.
- *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools* by Gary R. Howard, Teachers College Press. 800/575-6566.
- *Educating Language Minority Children* by Diane August and Kenji Hakuta, National Academy Press. www.nap.edu, or 888/624-8373.

Changing Is Fundamental

It's not the RIF you think you know.

Reading Is Fundamental (RIF) is best known for its National Book Program, which in 35 years has put more than 200 million books into the hands of children. But these days, under the leadership of Bill Trueheart, the organization is making a new name for itself, both in the community and online, as it looks for new ways to promote reading.

"As a child, I spent every day reading in the library, and that love of literacy spilled into my work," says Trueheart.

Today, RIFNet brings literacy experts and authors into classrooms and homes via cable and satellite television. A program on May 16 will feature multicultural books.

Educators discuss literacy practices in RIF's online forums.

RIF also runs six community literacy programs, including *Family Readers*, whose goal is to involve parents and other community members in encouraging children to read.

Running Start, for first graders, operates in all Delaware elementary schools and in other areas as well.

Shared Beginnings helps teen parents prepare their infants to read.

In *Books on the Menu*, the oldest students in an elementary school become "bookmates" for younger children. The program focuses on books about food.

Several programs are under development. "We're seeing what works and what doesn't, and we'll grow from there," says Trueheart.

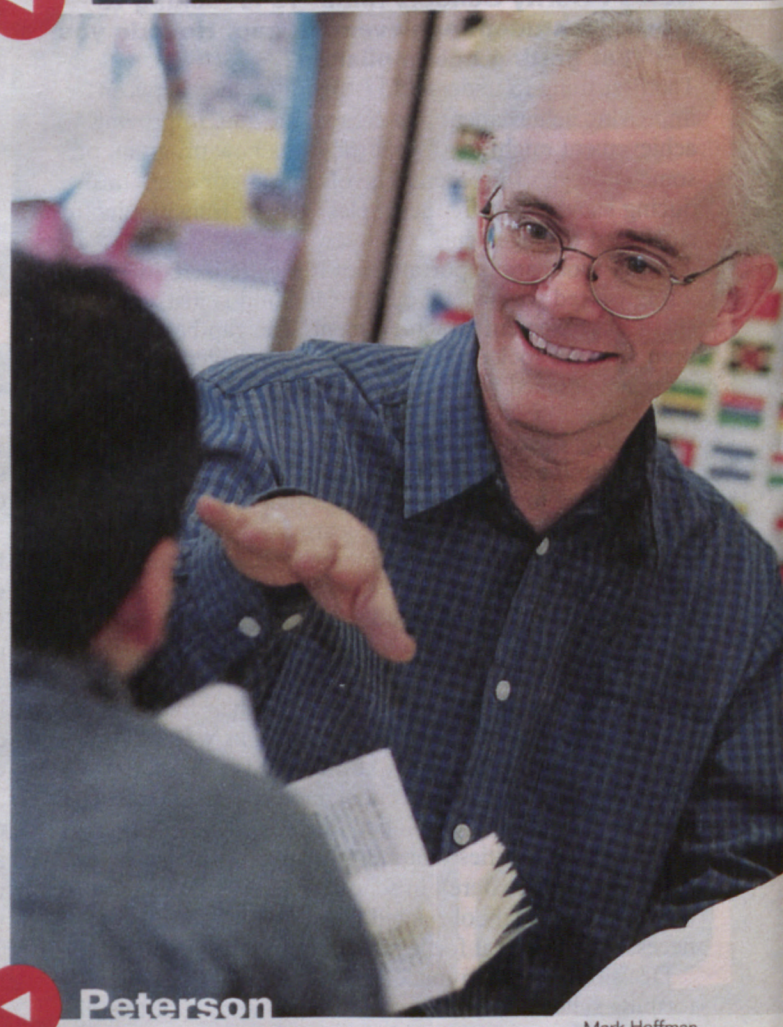
RIF's National Book Program operates in more than 18,000 sites—10,000 public schools and 8,000 other sites, from homeless shelters to Boys' and Girls' Clubs.

Last year, RIF books reached more than four million children. Funding comes from many sources, including the U.S. Department of Education and public school PTAs.

For More: Visit RIF on the Web at www.rif.org.

Rick Reinhard

Trueheart



Peterson

Mark Hoffman

A Journal From the Trenches

NEA member **Bob Peterson**, *a fifth grade teacher in Milwaukee, started Rethinking Schools newspaper 15 years ago with an old computer and a can of rubber cement. With a circulation of 42,000 today, the paper addresses education and social justice through the eyes of classroom teachers. Peterson is one of eight editors who are full-time teachers.*

Why did you start Rethinking Schools?

Some of my colleagues and I were dissatisfied with the shallow analysis of education issues in journals and the mainstream press.

We are the only national teacher-run publication. We focus on social justice issues, especially race.

Why should educators care about social justice?

Teachers must see the connections between student learning and social policies. The overwhelming majority of teachers in America are white, and they teach an increasing number of minority children.

As white teachers, we have an aversion to talking about race, but the color line continues to divide our society. We have a responsibility to put issues like race on the table. We have to constantly ask ourselves what messages we are sharing with children, particularly white ones.

What other issues do you address?

We try to take key issues like school finance, vouchers, high-stakes testing, and accountability and break them down in a way that is user-friendly. If teachers and parents understand the issues, they are better equipped to fight for what schools and kids deserve. We also explore innovations in teaching so educators and students can talk back to curriculum mandates.

What have been your biggest successes?

People across the country have formed *Rethinking Schools* study circles, using the publication as a reason to get together and talk about issues.

They also use our publication and Web site to connect with like-minded teachers.

But the biggest success has been helping to convince people that there are no quick fixes for improving education. Teacher quality and equitable and adequate resources are the first steps.

For More: Visit www.rethinkingschools.org. Peterson is at repmilw@aol.com.

David Bacon

Paul Body

Bob Riha, Jr.

A Film on Family Diversity

Innovator:
Debra Chasnoff

Job: Director, Women's Educational Media; director and producer, *That's a Family!*

Bright Idea: Sometimes, the words children speak to each other have the most impact.

That's the premise behind Debra Chasnoff's new film—*That's a Family!*—which is narrated by and stars children being raised in nontraditional families including single-parent, multiracial, divorced, guardian, adoptive, gay, and lesbian.

That's a Family! was designed to help K-6 teachers address tough issues with their students.

"Some people think adoption is when your birth mom just dumps you on the street and someone comes to pick you up. But that's not true. Kids get adopted because birth parents aren't ready to take care of children," says Sam.

"Some kids think divorce is their fault. But it's not. Your parents just don't want to be with each other anymore, but it's not your fault," says Montana.

"On Father's Day, I just sit around and do nothing, because there's really nothing to do because I don't have a dad. Well, of course I have a dad, just not with me. I don't know where he is, but I know he's out there," says Fernando.

"When I was five years old, my mom started doing drugs. She got sleepy and stressed and didn't want to cook dinner. My grandma saw what we were going through, and came and got us," says pre-teen Brittany.

The children get right to the heart of what they wish other children and adults would understand about their families.

The film makes the point that today, "different" families are the norm.

"There's a lot of name calling and teasing that goes on for children from nontraditional families," says Academy Award winner Chasnoff, who directed the film. "We hope teachers will use our film to reach students who live with unspoken doubts and fears—and with tough questions from other kids."

The film has won the support of the PTA, YWCA, Child Welfare League, and Girl Scouts. It has been adopted by several school districts.

For More: Visit www.womedia.org or call 415/641-4616 to order the video and teacher's guide ($75).

No Innocent Bystanders

Innovator:
Ron Slaby

Job: Scientist, Education Development Center; lecturer, Harvard University

Bright Idea: After years of researching the links connecting violence, media, and children, Ron Slaby made an important discovery: Bystanders to violence—friends, parents, and teachers—have incredible power over events. "In the recent school shootings," he says, "whether or not bystanders condoned violence, and whether or not they told what they knew to authorities, they made the difference between life and death."

Slaby has developed a middle school curriculum—*Aggressors, Victims and Bystanders: Thinking and Acting to Prevent Violence*—that prepares children to stand up to violence safely.

It has been featured on an NEA *Safe Schools Now* broadcast and adopted by many school districts.

"If a potential shooter knows his friends won't admire or ignore a planned attack, the chances of his acting are less," Slaby says.

"We can no longer justify bullying as typical schoolyard behavior. The consequences today are much more severe with so many children having access to weapons," he adds.

"Our society is inundating youth with violent images and scripts. In some cases, schools are the only places where kids will learn violent behavior is wrong."

For More: Contact Erica Machika at Education Development Center, 800/225-4276, ext. 2737. For upcoming Safe Schools broadcasts, check www.nea.org/issues/safescho/broadcast/.

Standards for the Standards Movement

Innovator: Marcie Dianda

Job: Leader of an NEA staff task force that wrote standards for assessing the progress of standards-based school reform.

Bright Idea: "The standards movement holds a lot of promise, but it needs mid-course corrections," says Marcie Dianda. Her team at the NEA came up with a way to help NEA affiliates make those corrections.

They wrote a set of 10 standards covering the most important aspects of education.

Standard Nine, for example, reads: "All stakeholders are accountable for making standards-based education work." That includes politicians and parents, Dianda points out.

Standard Three says, "All students are taught by teachers with the knowledge and skills to teach to high standards." Districts that hire teachers on emergency credentials, or force teachers to cover classes outside of their fields, are not doing well on that standard.

The standards come with detailed suggestions for using them to assess how well schools are doing. Dianda calls the package an "audit tool."

The point is not just to criticize school districts, Dianda explains. It's to help districts improve. These are high standards, and no district is likely to have reached all of them, but all districts can work toward achieving them.

The audit tool is intended for use by state affiliates and large locals, either on their own or with other education groups.

The team carrying out an audit, Dianda says, should include people on the front lines of education. The tool will guide the team as it collects information. The result would be a report on the state of school reform—what's working, what's not, and how to do better.

Dianda says the audit tool can be useful as a basis for discussions even where a full audit is not practical.

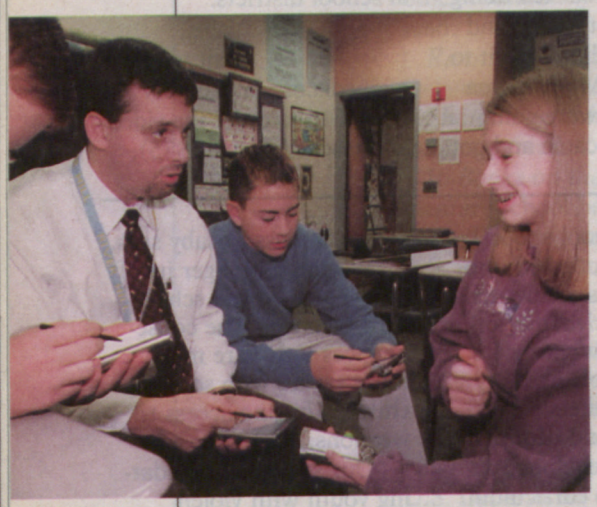
For More: E-mail Dianda at MDianda@nea.org.

Taking the Future In Their Hands

Maryland students get real-time experience with mobile education.

Students at River Hill High School, equipped with pocket PCs, are helping to determine what the future holds for mobile education.

"We're pioneers of a new educational philosophy—the next movement in education," says Rick Robb. In October, Robb's 15 honors English students became the first subjects of a longitudinal study of wireless handheld computers and their impact on student learning. River Hill High School in Clarksville, Maryland, is a national demonstration site for MindSurf Networks, a mobile computing company.



"We're tearing down the walls of the classroom," says Robb, a former computer analyst who turned teacher eight years ago. "With handheld devices, schools that are behind the curve in technology can almost jump through the first and second generation of computing and get directly into what's happening now—constant access to electronic resources."

The pocket PCs use standard software such as Microsoft Word, Excel, and PowerPoint. They offer E-mail, Internet access, and communications tools. Each comes with a color screen and detachable keyboard.

These devices also provide students with electronic books, school-specific content, select Internet research and reference sites, and tools such as a graphing calculator, dictionary, and thesaurus. Students can find homework help, a reference desk, and college planner through MindSurf student pages, and teachers can link to school tools, standards information, and professional development resources.

"It's been phenomenal," says Robb, who uses the unit's communications features to "beam" homework assignments, course schedules, and other information to students daily.

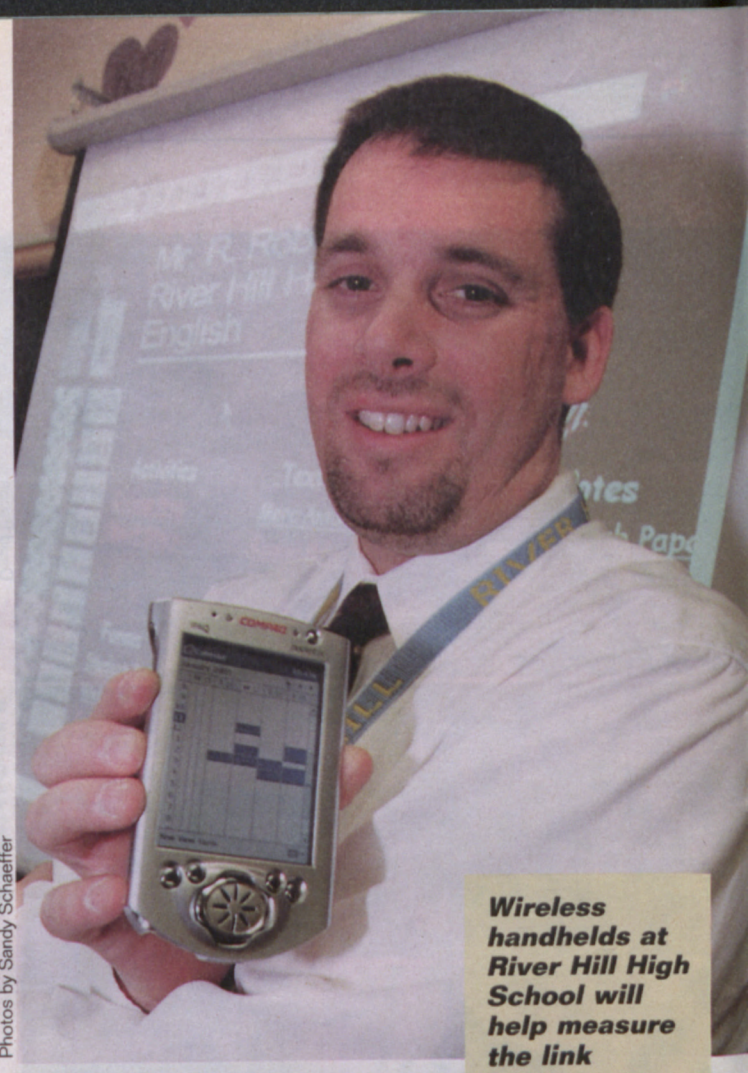
Robb says the key to the devices' success is that his students—and the 130 other ninth graders who joined the pilot program in February 2001—have direct input into the features being developed. For example, student suggestions resulted in the adding of French and Spanish dictionaries.

Nationwide, MindSurf has partnered with 100 K-12 sites as "Schools of Innovation," and it has contracted with the Center for Children and Technology to study the impact of wireless technology on student learning. Phase II testing at River Hill has expanded to include one ninth grade class in each of the school's major curriculum areas—English, social studies, math, and science.

"Teachers are using the devices in a variety of ways," says Robb. "They schedule class assignments, manage research projects, and link to Web resources, and we just instituted E-mail distribution lists."

Students zap each other assignments, says Robb. Teachers can turn off instant messaging features during teacher-generated electronic quizzes.

Although the research will continue



Photos by Sandy Schaeffer

Wireless handhelds at River Hill High School will help measure the link between mobile computing and student achievement.

Idea Exchange

My School Burned!

My colleagues and I just went through a traumatic event—our school burned down. From this experience, I feel I have an important tip. Keep copies of your important records and an updated inventory list in two places—one at home, one at school.

For elementary teachers, think of all the books you purchase for your classroom library. We're in the process of "reinventing" our inventory for insurance purposes, and all our records were at school. If you have taught for any length of time, you know how difficult this can be.

Harry Beggerly
Miami, Oklahoma

Smart Math

I recently purchased a major appliance and started thinking about how we use math every day. Now, a part of our daily math lesson is called "Real Life Math." I tell my children how I used math during the past 24 hours. They tell me how they've used math, and we chart the results. Once, they caught a mistake on my shopping receipt. It's important for children to see a practical use of what they learn in school, and this activity has been a winner!

Stella Bock
Cranford, New Jersey

'Expert' students

During a recent sub shortage, I was drafted to teach fifth grade for a day. Students signed up to be experts to help me understand the routine and to call on classmates to provide instruction.

Students wrote knowledge they'd acquired on the board as we progressed, so at the end of the day we had a nice record of our learning. For ten minutes of reward time, the students wrote one thing they had learned or taught someone on a card. This encouraged everyone to be reflective, alert, and eager to contribute. There were absolutely no behavior problems, and it was the best day of teaching I've had since I stopped teaching first grade.

Judy Schwall
Steamboat Springs, Colorado

Works 4 Me
nea's e-mail classroom tip of the week!

Have a great idea? You can pass along your tips to *NEA Today*'s more than 2.6 million readers in one of five ways:

- By mail: *NEA Today*, 1201 16th St., NW, Washington, DC 20036
- By phone: 202/822-7201
- By fax: 202/822-7206
- By E-mail: Ideas@neatoday.nea.org
- Through the Web: www.nea.org/neatoday

into the 2001-02 school year, Robb says he can already see positive results.

"Our kids are writing more, and the units help kids stay on task," he says. Parents can help track their assignments, which can be downloaded to home PCs.

"Teachers are collaborating to create new tools and new ways of using the technology."

—Rick Robb, English teacher

Security of information and theft are still concerns, but only one incident of theft has occurred since the project's inception. And, says Robb, "There's no better opportunity to teach computer ethics to our kids."

Access to the Internet is disabled when students take them home. If a unit is lost or damaged, the student pays a $40 replacement cost, and then is only allowed classroom use.

By the end of this school year, all 450 ninth graders will have the devices.

How do teachers feel about the change? "You've got the whole mix of reactions," says Robb. "But those of us who've been through it tell them, 'Sure, there's a learning curve. But even if you only use it for word processing or a calendar function, you're going to find this device an incredible resource.'"

Teachers and students receive two days of training on the devices. Most applications can be learned in a day. Teachers get weekly training sessions.

Linda Storey, instructional leader for River Hill's English department and Maryland's Teacher of the Year for 2001, is helping to integrate the devices with the school's curriculum.

"The teachers are picking it up and running with it," says Robb. "They're collaborating to create new tools and new ways of using the technology."

What about the bottom line? Industry estimates put the cost of comparable units at $300 each, with some claiming as little as $217 per student for four years. River Hill had to install a wireless local area network throughout the school with service contracted with a local cable company. Yet compared with the price of student laptops or conventional computer labs, says Robb, handhelds are an attractive alternative.

"They're a way of bridging the technology gap and of keeping teachers in the profession because they're more motivated," Robb adds. "It's an exciting way to go." ✔

—Michelle Y. Green

For more: E-mail Rick Robb at teachrobb@home.com. Contact MindSurf at info@mindsurfnetworks.com or visit www.mindsurf.net.

[DILEMMA]

How do you raise morale among colleagues at work?

Each month, we have a staff cleanup crew that makes our staff room a pleasant place to gather. We wash dishes, clean tables, and enjoy each other's company. We've had a Cancer Run Team for six years.

The weekend of the event, we all volunteer at the local track, give donations to our annual rummage sale, or bake goodies for the bake sale. We all do community service together and reap great benefits from our efforts.

Alice Boerner
Third grade teacher
Hoquiam, Washington

■ Have regular association meetings at your building where people can hear about the latest local issues and have a chance to discuss concerns. As building rep last year, I made the mistake of communicating by E-mail. Face-to-face meetings build a feeling of support and solidarity.

Also, have a monthly TGIF party at a pub, or monthly theme luncheons at school, where everyone brings a dish to share. Examples of themes: Harvest, Salad, Soul Food, Soup, and Opening Day.

Elizabeth Rexford
Sixth grade music teacher
Oak Park, Illinois

■ We've decided to start staff meetings with some fun. We call it "toot your own horn."

Staff come with noisemakers, birthday horns, or rhythm instruments. Teachers take turns telling others about something that's gone well in class, a creative idea they tried, or other success. After each story, the rest of us toot our horns. This starts meetings on a real upbeat note.

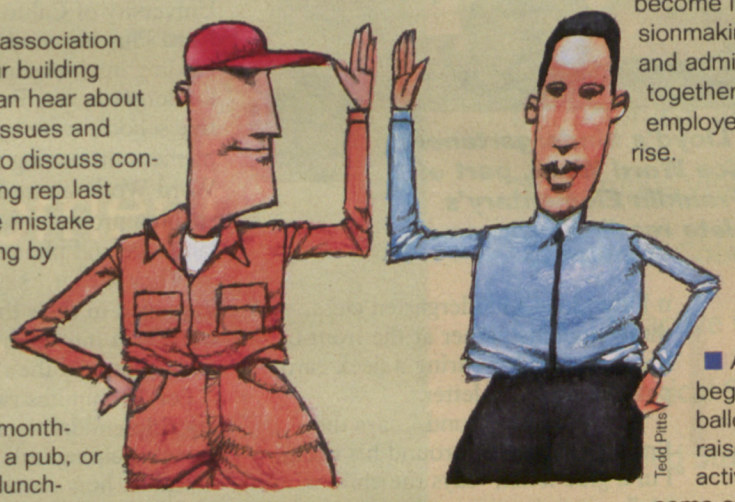
Debbie Boyer
Elementary school counselor
West Fargo, North Dakota

■ Look for opportunities outside the school environment to have fun. Go snow-tubing on a Sunday in winter, or get the faculty together for a picnic in the summer. During the long conference weeks, go out to dinner with colleagues.

Throughout the year, seize the moment to make colleagues feel appreciated. Surprise birthday luncheons, cards, and notes of encouragement and support can all be meaningful. Praise and words of kindness can go a long way.

Carol Corso
Elementary learning support teacher
Allentown, Pennsylvania

■ There will be higher morale among teachers and support staff when employees feel heard by superiors. If a hierarchical chain of command stonewalls staff members, they will feel frustrated and demoralized. Staff members need to become involved with decisionmaking. When teachers and administrators work together as more of a team, employee morale will surely rise.


Tedd Pitts

Dana Reisboard
High school reading teacher
Narberth, Pennsylvania

■ A co-worker and I began selling Mylar balloons after school to raise funds for school activities. We used some of the profits for gifts for staff on the many days set aside for recognition, such as School Nurse Day and Counselor Recognition Week.

Balloons generate smiles no matter what the age of the recipient. Also, when staff earn grants or awards, the information is shared with the staff at meetings and with students on morning announcements.

Every staff meeting should start with some of the positive contributions of staff and students. We all need to know our efforts are recognized and encouraged.

Pamela Galus
Earth science educator
Omaha, Nebraska

Got an Answer?

How do you improve the return rate of papers you send home to parents?
E-mail your answer to dilemma2@neatoday.nea.org. Or send by regular mail, or fax to 202/822-7206. Please include your name, city, state, and job title. Published respondents will receive an *NEA Today* mug!

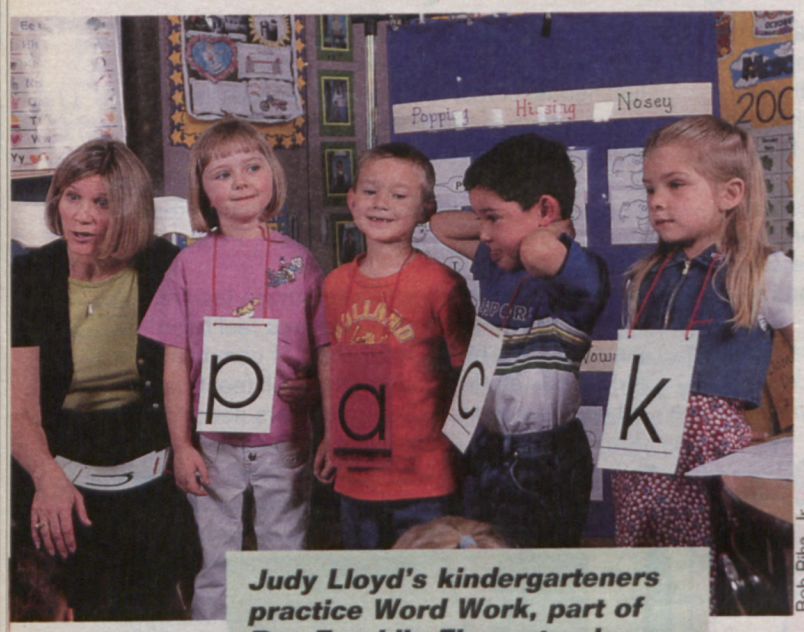
"Real Teachers. . . buy vacation souvenirs according to what units they will be teaching next year."

—Amy Nicholas, elementary teacher, Spotsylvania, Virginia

Learning

Project Read Plus

Using multiple intervention strategies, a complete reading program in Riverside, California, proposes to leave no child behind.



Bob Riha, Jr.

Judy Lloyd's kindergarteners practice Word Work, part of Ben Franklin Elementary's complete reading program.

In Judy Lloyd's kindergarten class, three students gather at the front of the room, each wearing a neck card painted with one letter.

"I'm a hissing sound," says the first about the "S" around his neck.

"I'm a glue letter," says the child with an "A."

"I'm a popping sound," adds the child with the "T."

Classmates grill them for more clues: "Do your vocal chords vibrate when you say your letter?" "How much air comes out of your mouth?" "What are your teeth and tongue doing?"

Lloyd and her students are practicing "Word Work," one successful component of Project Read Plus—a district-wide, complete reading program being implemented at Benjamin Franklin Elementary School in Riverside, California. But the real plus in Read Plus is teachers trained to use a variety of research-based strategies to build success for all beginning readers, especially those at risk.

"Not every tool works with every child," says Lloyd. "You use every tool you can to reach at-risk kids. If you don't, they're the ones who will fade into the woodwork."

Designed by Robert Calfee, dean of the Graduate School of Education at University of California at Riverside, Read Plus began in 1999 as a six-week reading intervention program for at-risk kindergarteners. Twenty teachers from five schools were trained in a full complement of reading strategies—including Word Work, an integrated decoding-spelling program that combines whole language and phonemic awareness.

"They love it," says Lloyd. "Once it's ingrained in their thinking, they can transfer it into their writing, spelling, and eventually their reading."

For 30 minutes twice a week, teachers help children articulate letters and words, helping kids recognize, for example, how much air comes out when they say the letter and where their tongues are in their mouths.

"I meet with small groups of students every day, especially the ones who aren't quite cognitively addressing how to say each sound," says Lloyd.

Yet, when 20 kids in district schools still struggled after the project's first year, researchers set up a tutoring program for the now second graders. After just ten weeks of "lost sheep intervention," all but two are reading at or above grade level. Small-group instruction and tutoring have been incorporated into the curriculum of all nine K-1 teachers participating in year three of the university study.

"There isn't a day that goes by where I'm not addressing students' individual needs," says Lloyd. "I'm seeing firsthand how that attention is paying off."

Training is ongoing, with project teachers meeting once a month to share successes and challenges; they connect regularly via a project chat room.

"Every child can learn," says Lloyd. "You can't leave any child behind. The more tools you can give a child, the greater the success."

—Dina S. Gómez

For More: Visit www.education.ucr.edu/research/calfee/

Hats Off to Reading

Reading clubs offer students, at any grade level, a chance to share their love for reading with others. Roxanne Johnson, a media specialist in Canton, Georgia, has created The Patch Club in which children read to earn patches that they affix onto special hats. On Patch Club days, the students wear their hats to school to show off their reading prowess.

Have a reading club at your school? E-mail pchavez-tal@nea.org or write Paula Chavez-Talley, NEA, 1201 16th St. N.W., Washington, D.C. 20036.

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HOW TO...CHOOSE GREAT BOOKS FOR THE CLASSROOM

Samantha Loomis Paterson

Who better to talk about great books than Katherine Paterson, Newbery award-winning author of *Bridge to Terabithia* and *Jacob Have I Loved* and recipient of the 1998 Hans Christian Andersen Award?

- **Some of the worthiest books have never won an award, and some have come in second. It's only the test of time that books like *Tuck Everlasting* or *Charlotte's Web* will become a classic instead of the books that beat them out.**
- **In general, look for plots that grip and satisfy, characters to deeply care about, a world you can believe in, a book worth all the trees that will sacrifice their lives to make it.**
- **Select a book for the joy of it, not for how you can "use" it. That's just a by-product. The first thing children should learn is the joy of books and what they can do for you.**
- **There's a good reason to choose "hard books," because they give adults and children a place to talk, but only if the adult has carefully read them too. Never stop children from reading difficult books, but always be around when they finish.**
- **Never take anyone else's recommendation about a book you're going to use with students, because you know your kids better than anybody. You shouldn't be using a book you don't like or aren't comfortable discussing.**
- **Harry Potter disproves the notion that children will not read fat books or that children will not read, period. It's taught a whole generation of children that there are things books can do that nothing else can.**

For more, visit www.terabithia.com and www.harpercollins.com. Just out are *The Field of the Dogs*, for "readers who need three pages and a cliffhanger," and *Marvin One Too Many*, about the last one in class to learn to read.

Math Wars

A new report tells how to keep your students from becoming casualties.

Should children memorize how to do "long division," or investigate what division is and when to use it? Is it better to assign a multiplication worksheet, or to have students figure out what home improvements they could afford on a limited budget?

Educators have debated such questions for decades. The National Council of Teachers of Mathematics (NCTM) has campaigned for teaching that helps children understand math and relate it to their daily lives. But NCTM has run into strong opposition from those who favor a more traditional approach.

Now the National Research Council (NRC), an arm of the National Academy of Science, has weighed in with a strongly worded report called Adding It Up: Helping Children Learn Mathematics.

Why fight? Are American students bad at math?

In the Third International Math and Science Study (TIMSS), American fourth grade children did better than the world average. Our eighth graders were average. Our twelfth graders scored low.

Just as important, many Americans are afraid of mathematics, and convinced they can't do it. The National Research Council report says students must be comfortable enough with math to size up real-world problems and figure out what calculations they need to do.

When they are adults, the report points out, they won't be handed worksheets.

To develop confidence, the NRC says, students must feel that math is something they can make sense of, not just a long list of rules to be memorized.

What are some battles going on today?

One is over "algorithms"—procedures used to come up with correct answers.

When you "borrow" from the tens column to do 73 minus 55, the borrowing is part of our traditional algorithm. There are other valid algorithms, some of which are taught in other countries.

Some "progressive" math educators believe students should work out their own algorithms in order to understand better what the math operations are all about. Traditionalists say that's a waste of time, and students should learn our established algorithms.

The NRC report recommends teaching algorithms, but in a way that helps children understand why they work.

The NRC says people often think an inevitable competition for classroom time exists between helping children understand mathematics and teaching them skill with algorithms, but the authors deny this.

"Understanding makes learning skills easier, less susceptible to common errors, and less prone to forgetting," the report says. With better understanding, there's less need for repetitive, time-consuming practice.

How about calculators?

According to a 1996 survey of teachers, more than half of eighth graders were using calculators in class almost every day.

They were not so common in lower grades—less than one-third of fourth graders were using calculators at least once a week.

The NRC report cites studies showing that calculators can be used to help children learn to understand math and do not hurt their ability to do paper-and-pencil calculations.

How does math teaching here compare with other countries?

TIMSS classroom observers found that American teachers focus heavily on memorizing.

Teaching in high-scoring Japan and Germany is aimed more at helping students understand math.

The mediocre American scores are sometimes used as an argument for more emphasis on multiplication tables and rules for procedures such as long division. However, the international classroom observation study suggests the opposite.

The TIMSS observers also found that many American teachers thought they were teaching for understanding, but actually were teaching the way they themselves were taught: Learn the rules and practice, practice, practice.

The NRC report presents classroom vignettes that show the differences in approach.

What math training do teachers need?

The report says you don't have to learn calculus to do a good job with third graders. What's critical is that teachers have a thorough understanding of the math they teach—for example, what it means to divide by a fraction.

Second, it says teachers should study how children think about math, because you can't help students learn if you don't understand their mistakes.

The report urges teachers colleges to beef up courses in these two areas, rather than simply piling on more math requirements.

It says classroom teachers need professional development programs in which they collaborate to examine their own lessons and how students respond.

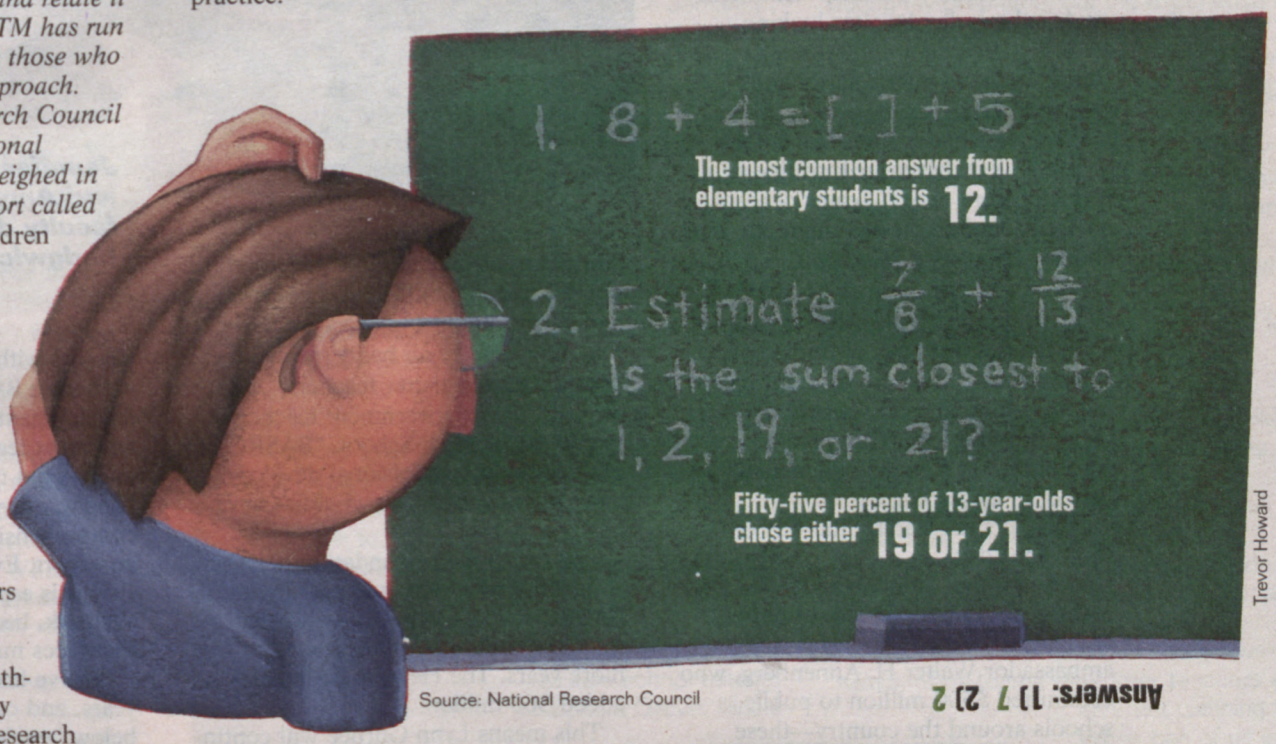
Achieving math proficiency for all students, the NRC concludes, will take time and money. But in today's world, mathematics can no longer be restricted to a select few. ✔

–Alain Jehlen

For more: The NRC report is at www.nap.edu/books/0309069955/html. The NCTM Web site is www.nctm.org. For an opposing view, see www.mathematicallycorrect.com.

Simple problems, wrong answers

Common errors show students need to understand math, not just learn rules.


1. 8 + 4 = [ ] + 5
The most common answer from elementary students is 12.
2. Estimate 7/8 + 12/13
Is the sum closest to
1, 2, 19, or 21?
Fifty-five percent of 13-year-olds chose either 19 or 21.

Trevor Howard

Source: National Research Council

Answers: 1) 7 2) 2

Teachers Drive Large-Scale Reform

Grant gives California teachers freedom to work together and improve learning.

What would your school do with $400,000 or more?

More than 100 San Francisco-area schools in six counties got to answer that question in 1995, thanks to a major grant from the Annenberg Foundation.

Their answer: Use the money to buy time for teachers to work together, analyze problems school-by-school, and implement solutions.

At one school, educators found that students needed more help with literacy. At other schools, after looking critically at student data, teachers shifted focus to mathematics and other subjects.

What they had in common is that changes were driven by frontline educators, not from above. Teams of teachers devised solutions, tested them out, and continually revised the details.

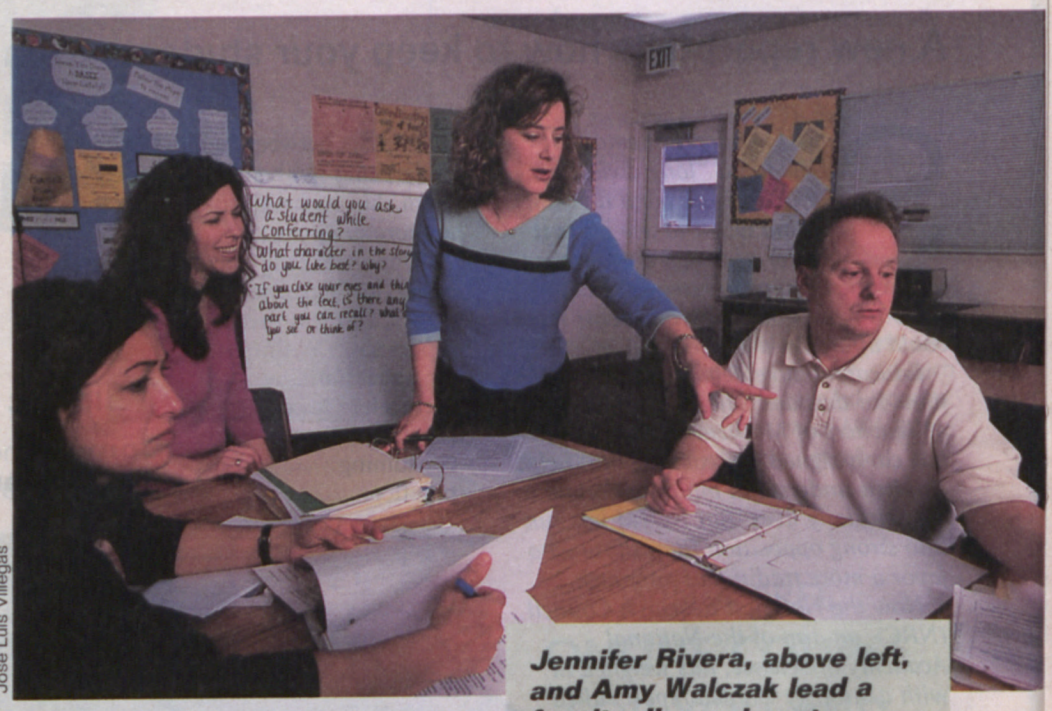
And a study shows that today, the children are learning better.

"It takes a new way of thinking to look seriously at where students are falling behind and do something drastic about it," says Lynn Gurnee, literacy coordinator at Kennedy Elementary School in Newark.

"Teachers are leading the way on this," she adds.

Through the "Annenberg Challenge"—the school improvement initiative launched by retired publisher and ambassador Walter H. Annenberg, who committed $500 million to public schools around the country—these California schools formed the Bay Area School Reform Collaborative (BASRC).

BASRC got $25 million each from the Challenge and the William and Flora Hewlett Foundation. The total swelled to $112 million last year due to matching grants from private donors.



José Luis Villegas

Jennifer Rivera, above left, and Amy Walczak lead a faculty discussion at Sedgwick Elementary.

"Educators are all badly starved for time to become better teachers," says Jerry Brooks, a government teacher at Pinole Valley High School. "BASRC has given us many professional development opportunities we wouldn't have had otherwise."

The Annenberg Foundation has been so pleased with what's happening in the BASRC schools that it has awarded them $40 million in new grants for five more years. The Hewlett Foundation added $60 million.

This means Lynn Gurnee will continue as her school's literacy coordinator, a position funded by BASRC. She plans staff development, demonstrates reading strategies, and helps colleagues interpret students' scores.

Jennifer Rivera and Amy Walczak do similar work at Sedgwick Elementary in Cupertino. Their positions, too, were created by the teachers with BASRC funds.

"Before BASRC, our professional development trainings were random, and most teachers didn't know how to apply what they learned," says Rivera. "Today, everyone is focused on reading comprehension. Everyone is becoming an expert. Everyone is united."

This is especially important, says Walczak, because Sedgwick is a school that faces many obstacles.

"We've had four principals in four years, and our students are typically below benchmark," she says. "But there is a real team atmosphere now, and the teachers are learning together."

"Our teachers used to shut the doors to their classrooms and do their own thing," echoes Lynn Gurnee. "Today, teams of teachers plan together constantly to improve student performance."

According to Stanford University researchers, this collaboration is working. They reported last spring that stu-

Duncan Scott

How I Did It

Joan Millspaw
Perry High School
Library/media specialist
Perry, Ohio

Four years ago, while I was serving on a block schedule task force, teachers of incoming freshman cited some transition issues, such as study skill habits, homework expectations, understanding of school rules and regulations, familiarity with co-curricular programs, and a review of our school traditions and social events.

The task force recommended establishing a Freshman Mentor Advisor Program. The program has now been in place for four years. We have both junior and senior student mentors assisting freshmen in moving from middle to high school as smoothly as possible.

The program helps kids know how much people care about them.

Mentors help new students in many ways. Some students have problems adjusting to a new building or curriculum.

Also, in block scheduling, there are no study halls. Mentoring time, during part of their lunch, gives students time to kick back, make new friends, and connect with a teacher. Many former freshmen have gone on to become some of my best mentors.

The program grows and evolves each year. With the inception of our "Student Resource Officer" program, I thought it would be the perfect time to involve our school's resource officer, Brandy Hanusosky. My goal was for students to get to know police in a positive way and see them as good guys, not just someone who pulls over speeders.

When my mentor advisors

dents at BASRC schools made greater gains on the Stanford Achievement Test than their peers at schools of similar socio-economic makeup.

What's more, the biggest gains were in high-poverty schools.

Improvements were driven, the researchers said, by the way the schools trained teachers, shared leadership, involved parents, and used data to evaluate teaching methods.

"When teachers get time and resources to become better teachers, look what happens."

— Jennifer Rivera

The researchers noted, "For many years, teachers have volunteered hours outside of classroom time to develop curriculum, standards, and assessment tools, but typically grants have not paid for this teacher time." BASRC, they said, helped schools make the improvement of teaching a normal part of their program by paying for it.

Says Rivera, "We're a better school and much better teachers. When teachers get time and resources to become better teachers, look what happens."

Gurnee and her colleagues have big plans for the new money their school will be getting over the next few years. "There's just so much more we want to do," says Gurnee. "We're constantly pushing ourselves beyond being comfortable and complacent." ✔

—Dina S. Gómez

For More: Visit http://basrc.wested.org/basrc/ and www.aisr.brown.edu/challenge/.

met with their assigned groups to generate questions for Officer Hanusosky, they came up with everything from "Do you eat doughnuts?" to the most serious issues in students' and parents' minds, including school safety.

In her final meeting with students, Officer Hanusosky talked about safety during the summer months. Students feel safe having an officer in the building, and she's become an important component of our mentoring program.

Mentoring works! Our program has been successful because of dedicated students, administrators, teachers, and support personnel who are willing to give a little extra time and effort.

[DILEMMA]

How do you successfully share your classroom with other staff?

I've been certified for 14 years and have never had my own room. My greatest advice to anyone sharing a room is to be specific in your wants and needs, such as not erasing the day's homework assignment.

Taking a "my room" attitude leads to friction. It's probably natural to feel invaded at first, but consider the plight of the teacher who is moving every single period. That might put things in perspective. The "host" can offer space to the "traveler" and not make unreasonable demands.

Travelers should be good guests in the other teacher's room and take their own stash of supplies instead of drawing from the other's stores.

LaVonne Davis-Schenck
Middle school foreign language teacher
Cumberland, Rhode Island

■ In my increasingly crowded middle school, most of us share rooms. Communication is the most important component in surviving. Before the year begins, talk honestly with your roommates about comfort levels for desk arrangement, equipment usage, etc.

Discuss what you feel to be negotiable and non-negotiable, including whether you feel comfortable if your roommate remains in the room to work or breezes in to grab forgotten material.

The bottom line is, if you don't have a choice, make the best of it, and remember to be sensitive to the needs of everyone.

Ellen Levy
Middle school teacher
Buffalo Grove, Illinois

■ I've had to share rooms with many different people. I try to be a gracious hostess and make sure the other teacher has her own space in my room, and I try to overlook differences in organizational styles. I can be more tolerant when I remind myself that I could be the one traveling from room to room.

Deb Henry
Science teacher
Des Moines, Iowa

Tedd Pitts

■ To be prepared for three sections of health in two locations, I bought a three-shelf "tea-cart." I also bought a baby's changing table diaper "caddie" that hangs on one side of the cart to hold markers, pens, and videos.

The handles of the cart hold my briefcase so some materials can be less exposed. The system works to keep all my materials handy and not have things piled in someone else's space.

Maybe, someday, my own room?

Susan Carr
Health educator
Amherst, New Hampshire

■ I teach in a medium-sized Iowa school. I "share" my room with another teacher three periods per day.

During his class time, I have my prep period and other supervision duties in other parts of our building. I spend my prep time in another teacher's room (who also has prep) and use the computer in her room to work on grades, handouts, etc.

It was difficult at first not to be in "my" room during my prep time, but the experience has helped me become more organized.

I've also developed a strong bond with the chemistry teacher as a result of spending our prep time together.

Nancy Pinkston
Spanish and geography teacher
Alleman, Iowa

■ This year I'm sharing a small room with another LD teacher.

I went from having one large room of my own to having a smaller room that I share.

We're getting along great!

What are the keys to our success? Flexibility, communication, and few key boundaries, as well as a sense of humor.

At the outset, we decided on what we each needed as "our own" in the room.

We kept it simple: We each have a desk, filing cabinet, one section of the chalkboard, and a shelf in a closet.

Other than these items, we share everything. Each of us teams with other teachers and has different planning times. When one of us is teaching in our shared room, the other is teaming elsewhere or planning.

I think the personalities of the teachers involved can make or break this teaching challenge.

We've been able to make the best of it, which has been a great lesson for our middle school students.

They observe cooperation, communication, sharing, and working together.

Gladys Robinson
Eighth grade LD teacher
Manassas, Virginia

Got an Answer?

How do you respond when students tell you about family problems?

E-mail your advice to dilemma2@neatoday.nea.org and we'll share it with our readers. Or send by regular mail or fax at 202/822-7206. Please include your name, city, state, job title, and grade level, if applicable.

NEA members published in this column will receive a bright *NEA Today* mug.

TEAMWORK

The More School Employees Grow, The More Students Learn

With tuition help from their district, New Jersey paraeducators find career advancement.

More than 200 New Jersey paraeducators have something they've never had before. A serious chance to augment their education and advance their careers.

Thanks to a new contract, the first bargained through their new affiliation with the NEA, paras in the Trenton Paraprofessional Association (TPA) can have up to 12 tuition credits paid per year—if they choose to pursue other career opportunities within the district.

This marks a major change, given that the previous contract, bargained while the paras were members of another union, had no reference to professional development at all.

Nefertari Nelson, a second-year para for pre-K children, plans to take advantage of the new learning opportunities as soon as she can. "I've checked four higher education institutions already. I just feel it will be so valuable for me to get my degree because I'll be able to look at problems in new ways and analyze situations better."

Her new contract provides prep time for Trenton, New Jersey, paraeducator Janelle Hill.

According to UniServ Representative Maureen Cronin, the union and management bargaining teams identified common goals during bargaining and moved consistently toward problem solving.

"There's a constant need to hire teachers in this urban district," says Cronin. "The board saw paras as a large resource. They represent a dedicated workforce already in place and living in the community that the district had not fully tapped. Clearly the board recognized the importance paras play in the education of Trenton's children."

Betty Glenn, TPA president and a 30-year education veteran, says, "This is one of our best contracts. Tuition is paid up front, and about half our membership has expressed interest."

Paras with no college credits can take workshops and trainings offered through the New Jersey Education Association and outside sources that can lead to a maximum of 30 credits.

Paras in the district's 30 schools at the pre-K and kindergarten levels and special education paras in the junior and senior high schools are eligible.

The district will now pay the substitute certification fee for employees like Glenn who already have 60 or more credits. Called "instructional substitutes," the new contract grants them up to $40 additional per day when they take over a class in a teacher's absence. "Supervising subs" who don't have 60 credits receive an additional $20. The new sub system, says Glenn, reduces the overload on other teachers.

Photos by Rachelle Omenson

Paraeducator Nefertari Nelson works with pre-kindergarteners.

Further demonstrating the district's commitment to ESP professional development, the new contract also contains language on sabbatical leaves. Five paras per year may receive sabbaticals for the purpose of pursuing an education degree. They keep their health benefits and half their salary. In return, they make a commitment to teach in the district for three years.

The bargaining team achieved another key piece in this contract—planning time for paras. The time is to occur at the same time as the teacher's preparation time, so the para and teacher can talk and plan together.

"Paras need to know what their responsibilities are," Glenn notes. "That's necessary to increase the level of job satisfaction. We must know what's happening the rest of the day, the week, and with specific children." ✔

—Tom Nordby

Going the Extra Mile

Githens Middle School in Durham, North Carolina, is lucky to have the services of custodian Ralph Reid. In addition to taking care of his normal duties, Reid loves "being around kids and all my coworkers. I used to work at a university, but I like this better because I can sit down and talk to the kids. Sometimes they need a chance to talk, too."

Reid's usually the first worker/learner in the building each morning. You see, he's also working on his own GED and starts his day studying in the teacher lounge before the first bell of the day rings. His goal? Earn the GED so he can go to community college and study nursing or Black history. Reid became motivated when his oldest brother said he wanted to learn to read. "I said to myself, if I'm going to teach him how to read, it would be a good idea to go back to school." Seems like it's been good all around. Reid says his brother is now a better reader than he is.

TEAM PLAYER

Watching Over Retirement Funds

Ceasar Maragni

Association positions: I've done a little bit of everything. I was founding president of the Cairo (Illinois) Association of Educational Support Personnel and am now past president. I've served as grievance and as negotiations chairperson and am currently on the NEA Paraeducator Task Force.

Branching out: After being endorsed by the Illinois Education Association and AFSCME (American Federation of State, County and Municipal Employees), I won election last year to the Illinois Municipal Retirement Fund. It's a $16 billion defined benefit fund with 170,000 public employee members. The fund has existed for 60 years, but I'm the first minority member elected.

A big interest of mine is trying to get health insurance for retired support personnel. Health care costs seem to be going to astronomical heights, yet the legislature hasn't seen fit to offer a health insurance plan for retirees. A lot of our members continue to work despite being retirement age, or being ill, because they can't afford health insurance.

The voice of experience: This is my 33rd year in education. We formed our local union six years ago, and I'm proud we have a bargaining unit that's strong and that stands up for our rights.

My advice to people is don't go into this work for the money. Do it because you enjoy working with adults and students, meeting the public, and handling stressful office conditions.

My principal says I'm the only person who can type three suspension letters at the same time I'm counting money, answering the phone, writing tardy slips for students, and eating lunch. You learn to be multifunctional. Sometimes I joke that I don't have to worry about becoming principal, because I already run the school. ✔

RESOURCES

"Talk" to colleagues
If you haven't yet gotten online to the NEA's ESP listserv, you're missing out on great electronic dialogue and information. As just one example, the California school shootings recently generated a series of comments and personal experiences about school violence from ESP members. School bus drivers and paras of all types have also held lively discussions. Don't miss out on this ongoing source of opinion, fact, and new insight. NEA members can subscribe to the service by sending a message to LYRIS@LIST.NEA.ORG and typing the words SUBSCRIBE ESP in the body of the message. Once the list administrator has cleared you, it's easy to post your own messages or ask for information from your ESP colleagues.

Personal, and professional
Information on air bags, vehicles and equipment, injury prevention, and much more is right at your fingertips if you're checking the U.S. Department of Transportation Web site at www.nhtsa.dot.gov. There's a great search tool, an auto safety hotline, and even a page of "Stuff for Kids." The toll-free number for the hotline, in case you prefer to call, is 888/DASH-2-DOT. Whether you're a bus driver looking for work-related topics or searching for data to bolster your next personal car purchase, you're sure to find something here.

Women's work
"Resources and Services designed to help employers and unions recruit, train, and retain women in high-wage nontraditional occupations and apprenticeships." That sums up www.workplacesolutions.org/. The site is closely tied into Wider Opportunities for Women (202/638-3143) which works to gain economic independence and equality of opportunity for women and girls. For more than 30 years, WOW says, it has "helped women learn to earn." Take a look at the WOW site, too, at www.wowonline.org.

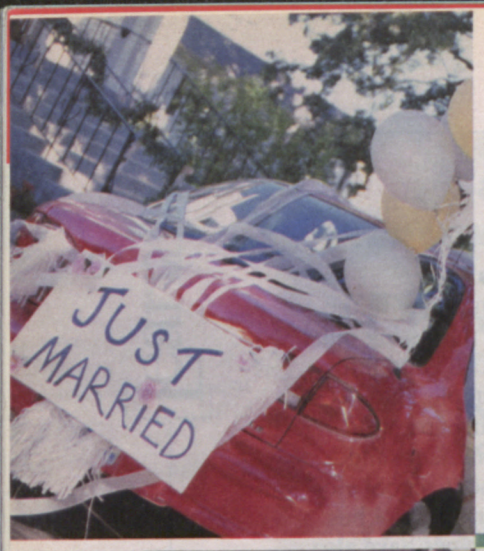
Terri Prough, a paraeducator who works with visually impaired students in St. John Parish in Louisiana, writes, "In our area, it's always been said an aide is an aide is an aide. This meant no matter how much more education one aide had than another, the salary is the same. It also meant while one aide can leave work at school, another has to go home and study special learning skills such as sign language or Braille.

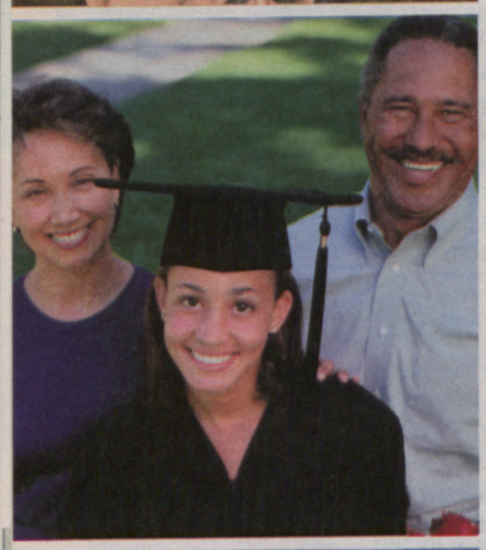
"Since 1993, I've been fighting to change it so if an aide has special training and is using it daily, then extra pay should be given. Last fall, the superintendent heard the pleas of my colleagues who have other special skills and me. We're now paid an extra $75 per month over aides with regular skills. This isn't great money, but we were heard and it's a start."

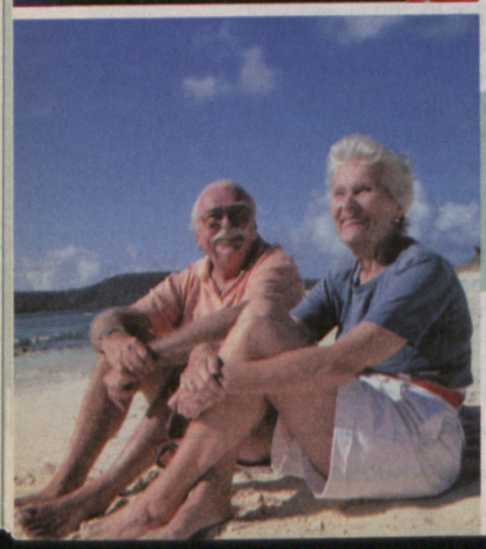
Delaware paraprofessional **Julie Coleman** died from an asthma attack last year, but her work continues through her good friend **Meg Berns**.

According to Berns, Coleman did so many things, not least of which was getting the annual Read Across America activities going at their Simpson Elementary School in Camden. "We never did anything before, but Julie got things started," says Berns, who has worked as a para and secretary for 23 years.

Coleman died in November, two months after being elected treasurer of the Delaware State Education Association, the first ESP to hold an elected statewide office.







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Age*	Smoker	Non-smoker
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45–49	$15.14	$10.10

Please contact us for rates in other age categories.

*At age 65 your benefit reduces to half the initial amount and at age 70 the benefit reduces to 10% of the initial amount.

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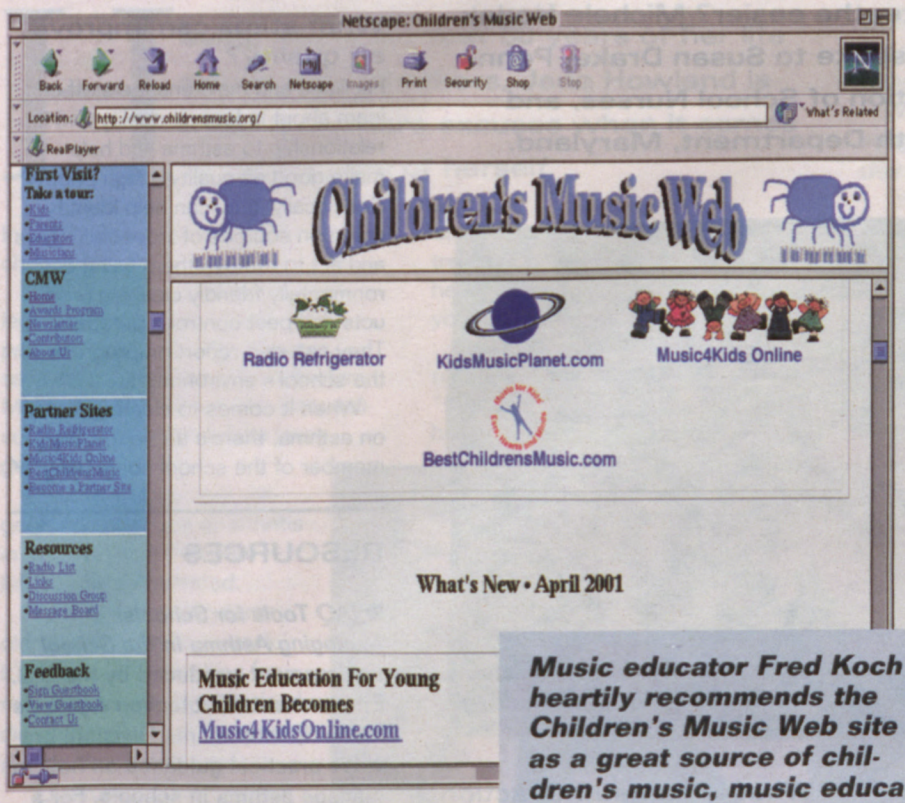
Learning

Music for the Young on the Web



Music educator Fred Koch heartily recommends the Children's Music Web site as a great source of children's music, music education, and musicians.

Kids Get the Beat

The Children's Music Web at http://www.childrensmusic.org is a nonprofit organization dedicated to providing information to teachers (and parents) about meaningful and age-appropriate children's music, music education issues, and children's music artists.

A community of partner sites, the Children's Music Web includes www.BestChildrensMusic.com (recommendations and reviews of mine), Music for Young Children (a wealth of information for teachers/parents interested in music integration), Radio Refrigerator (Internet radio shows for kids) and www.amazon.com/exec/obidos/tg/stores/browse/-/music/173425/002-7003692-3034454 (a database and concert calendar of children's music artists).

Please stop by and take a look!

Fred Koch
K-4 Music teacher
Lake Forest, Illinois
Fred@bestchildrensmusic.com

TALK TO US

Have a nifty classroom tip or lesson plan that uses technology? E-mail a description (under 200 words, please!) to wired-classroom@list.nea.org.

Is there a Web site, CD-ROM, or piece of software you can't live without? E-mail your favorites—and why you love them—to myfavoritetech@list.nea.org.

Or send your responses by regular mail to *NEA Today*, or by Fax to 202/822-7206, or through the Web at www.nea.org/cet.

Those published here will receive a sparkling *NEA Today* mug!

Help for Math Teachers

I've put together on my home page a collection of math and science Internet lessons for grades 5-9 for new (and not so new) math teachers.

These 22 lessons can be downloaded with Acrobat Reader. Most of this work I did while on sabbatical. Visit http://newmathteacher.com and click on math and science Internet lessons.

Terri Husted
Eighth grade math teacher
Ithaca, New York
terri@clarityconnect.com

Check the Weather

Our first graders extended their study of weather to include recording of weather conditions in five "Spring Lake" communities (New Jersey, Michigan, Minnesota, Missouri, and North Carolina) for one week. Information was collected from an Internet weather site (accessed from our classroom Web site) and recorded in a table.

Students created several math questions about this information. Questions were presented to the whole class on PowerPoint slides using a large screen monitor. To answer some of their classmates' questions, each student created his/her own bar graph chart using Microsoft Excel. Our class also sent and received E-mail from four meteorologists to see how professionals use math to learn about weather.

This project can be viewed on the National Math Trail Web site: www.nationalmathtrail.org/.

Additional examples of our first grade student work with Internet projects are on our class Web site, http://familyeducation.com/nj/mcgowan.

This site also highlights special activities, student work, upcoming events for our class, and interesting Web sites for parents, children, and visitors. There are numerous examples of student work on Internet projects. We have had over 27,000 home page visits in our first year and hosted a Fall Poetry Project with 63 classes from USA, Canada, and South Africa contributing poems.

Marci McGowan
First grade teacher
Spring Lake, New Jersey
marcimcg@aol.com

Running Favorite

Of course, my favorite Web site is mine: www.kidsrunning.com. It's all about kids, running, learning, writing, reading, math, and more, and it's developed by me for our kids.

Carol Goodrow
First grade teacher
Tolland, Connecticut
carol.kids@rodale.com

My favorite Web site

My favorite Web site is my own. I set it up to help students find information for their social studies classes. It is used not only in my school system, but all over the nation and the world. Check it out and see what you think! Go to http://members.aol.com/HoseyHT/index.html.

Ned Hostetler
Government teacher
Orrville High School
Orrville, Ohio

Bytes for Beginners

Our school is looking at making an investment in handheld devices—Palm Pilots, I think—instead of laptop computers. Is this a good idea?

Anyone looking at the near- and long-term requirements of technology for their classroom/students should definitely be paying attention to the significant changes in the way we use traditional "desktop computers." Your school sounds like it's doing just that!

Today, many of us are using our desktop computers as more of a "selection and filtering" device to determine where, when, and how we want to receive our information.

This trend is being fueled by sophisticated technologies such as wireless, Web-enabled cell phones and PDAs (Personal Digital Assistants—like Palm Pilots).

Eventually, we'll move away from our dependence on bulky desktop or laptop computers. Instead we'll rely on devices that are easier to transport, lighter in weight, and multifunctional.

Palm Pilots are just one example of technology that is leading the trend to what's known as "pervasive computing." These devices are best known for their calendar and address book functions. However, PDAs like Palm Pilots, HandSpring's Visor series, and a host of other products can make very powerful teaching and learning tools.

These devices support a number of applications, including limited support for Microsoft Word and Excel files, and database applications that support grade and attendance programs. To see what you can do with one of these nifty tools, visit any PDA-maker's Web site, such as www.handspring.com/software/, and follow available software links.

Clearing the Air on Asthma

How can schools help kids with asthma breathe easier? Michele Hodak of the NEA Health Information Network spoke to Susan Drake, Pennsylvania director to the National Association of School Nurses, and Lani Wheeler, Anne Arundel County Health Department, Maryland.

How many school-age children have asthma?

According to the Centers for Disease Control and Prevention, about five million children—that's one in 13 in the United States—have been diagnosed with asthma. Pediatric asthma has increased significantly in both numbers and severity over the past 15 years, making it the most common chronic childhood illness and the leading cause of childhood hospitalization. And while asthma affects children of all backgrounds, minority groups are disproportionately represented.

Tammy Smith

Why the increase?

We don't know all the answers, but there seems to be a combination of factors: better recognition and diagnosis at younger ages; more time spent indoors in tightly sealed buildings; decreased physical activity; and increased prevalence of allergies and other risk factors such as obesity, poverty, and being a racial minority or a child in a single-parent family.

Is there a connection to school air quality?

Yes. Some of the most common asthma triggers found in school buildings include dander from animals in the classroom, chalk dust, cockroaches and other pests, and mold from excess moisture in the building. Secondhand smoke and dust mites are also school-based asthma triggers, as well as respiratory infections, cold air exposure, food allergies, pollens, and outdoor air pollution.

Reducing exposure to indoor environmental asthma triggers is an important step in controlling asthma.

Does asthma affect school performance?

More than ten million missed school days per year are attributed to asthma, making it the leading cause of school absenteeism due to a chronic illness.

Children who have had interrupted sleep due to nighttime asthma symptoms come to school tired, often fall asleep in the classroom, or are irritable. Students who experience difficulty in breathing while in the classroom are not concentrating on schoolwork, and those who need breathing treatments during school hours miss class time or may not take their treatments because it is too bothersome to go to the health office. When a student has a severe asthma episode, that child also misses time from class. And the side effects from some medications used to control and manage asthma can interfere with performance and concentration.

Can schools help control and manage asthma?

Yes. Educating staff is important, and thinking about asthma in the context of a coordinated school health program helps, too.

Ask the school nurse or a representative from the American Lung Association to provide staff with an in-service on asthma that includes the early warning signs, how to follow a student's asthma action plan, the common side effects of asthma medication and the effect on student learning, and how to help students manage their condition.

It's important to implement and enforce school policies such as:

- Making sure the school—including bathrooms, stairwells, and school buses—is smoke free all the time.
- Providing appropriate access to medications for all students. This includes allowing students to self-carry and self-administer reliever or rescue medications when authorized by the parents, the physician, and the school nurse.
- Developing and implementing asthma action plans for all students with asthma.
- Involving families in asthma education and management efforts.
- Providing sufficient staff, including school nurses, to safely implement every student's asthma action plan.

What is an asthma action plan?

Since school is the child's home away from home, all students with asthma should have an asthma action card—an individualized management plan that contains the student's medical information (physician's name and maintenance medications), identified asthma triggers, peak flow information, emergency procedures, and phone numbers. (For a sample asthma action card, see "Resources.")

How can staff create an asthma-friendly school?

Everyone can help by being well informed. Teachers should know which students have asthma and what their individual triggers are. In particular, physical education teachers should learn about asthma; allow students to take pre-exercise medications, if indicated; and modify activity levels if indicated. Teachers can help maintain trigger-free classrooms and encourage students to follow their asthma management plans. All staff can learn what to do when asthma flares up, whether it's referring the student to the school nurse or calling 911.

The school nurse can help track students with an asthma card and make sure that those who don't self-carry medications have immediate access. The nurse should know standard emergency protocols for respiratory distress and can provide intensive case management for students who are absent ten or more days per year. The school nurse can also help educate other staff and document suspected relationships between asthma and poor air quality in the school.

What steps can improve air quality?

Facilities and maintenance staff can learn about indoor air quality and its relationship to asthma and help make good air quality a high priority. Specifically, they can help identify common sources of indoor allergens and act to remove them using environmentally friendly cleaning products and pest control methods. They can also report on progress in the school's environment.

When it comes to clearing the air on asthma, there's a role for every member of the school community. ✔

RESOURCES

- ***IAQ Tools for Schools: Managing Asthma in the School Environment*, produced by the U.S. Environmental Protection Agency's Indoor Environments Division, provides practical guidance on how to manage asthma in schools. For a free copy, call the Indoor Air Quality Information Clearinghouse at 800/438-4318. The IAQ Tools for Schools Action Kit can also be downloaded from EPA's Web site at www.epa.gov/iaq.**

- **The Asthma and Allergy Foundation of America has an extensive list of school-based asthma education materials, including a sample asthma action card. Call 800/7-ASTHMA or visit www.aafa.org.**

- **Open Airways for Schools is a school-based asthma education program for children that teaches them that asthma can be controlled and what steps they can take. Produced by the American Lung Association. Call 800/LUNG-USA or visit www.lungusa.org.**

- **The National Asthma Education and Prevention Program, coordinated by the National Heart, Lung, and Blood Institute, provides a variety of materials on asthma and schools, including "How Asthma-Friendly Is Your School?" (English or Spanish versions). Visit www.nhlbi.nih.gov/about/naepp/index.htm and click on "Schools/Child Care."**

- **AsthmaMoms is an interactive, online asthma community resource for families managing asthma. Information is available in Spanish and English. Visit www.asthmamoms.com.**

- **For information on coordinated school health programs, go to www.ashaweb.org.**

Feeling Fit at 50

Having spent the first 50 years of her life taking care of others, Jane Howland is making no more excuses when it comes to taking care of herself.

In 1998, Jane Howland's life changed.

"My daughter went away to college, and both of my parents had passed away within the past year," says the school counselor at Eastern Middle School in Riverside, Connecticut. "I kept wondering how I was going to fill my time."

An unexpected back surgery and diagnosis of arthritis in her hip—also that year—left Howland frustrated.

"I thought, 'I'm 50 years old, and my body is a wreck.' It's time to do something for me," she recalls. So, Howland did what thousands do every month: She joined a gym.

"Like many women my age, I spent the first 50 years of life using excuses to put off taking care of me," she says. "I hid behind my child, my job, and my parents. With no one to hide behind anymore, I bravely stepped into that gym and did something good for me."

Howland started walking on a treadmill. A year later, when a nearby gym offered new patrons free lessons with a personal trainer, she decided to try weight training. Today, Howland combines weight training with 20 minutes of aerobic exercise two days per week. She also walks on the treadmill for 40 minutes at least three days a week. She credits the routine for keeping her overall weight down and significantly reducing her arthritis.

"When I started weight training, my arms looked like they belonged on a small child," she adds. "Now, I have shoulder definition and arm muscle, and I feel so much better about myself. Weights also help me escape the stresses of work. On a treadmill, you replay the day in your head. Working out with weights, you're thinking about the weights."

Howland is fascinated with her recent attitude shift about exercise. "I would have never guessed I would be into fitness," she says. "Women my age were raised to believe that girls shouldn't sweat. My husband is a marathon runner and still, I spent all those years being too tired or too busy to enjoy working out."

Andrew Sullivan

Weights are great for relieving stress, staying trim, and reducing her arthritis, says Jane Howland.

Many her age want to get in shape, says Howland, but have no idea where to start. It's especially hard for women who have never made exercise a priority.

"I know women who say they have to lose 20 pounds before they will start working out in a gym," she says. "But that's just another excuse. The hardest part is starting. Once you get a routine down, then it becomes something you can't live without."

With retirement just a few years away, the 30-year veteran sees exercise as a key to healthy, older living.

"We have to think about the kind of life we want to lead in our 60s and beyond," she says. "I don't want to motor along and go into a holding pattern. I want to hike and walk in the outdoors. I want to see the country. And I want people to look at me and question in disbelief, 'You're how old?'" She adds, "By staying fit, I have no doubt they will." ✔

—Dina S. Gómez

MAKING A START

Never made exercise a priority? Here's how to start:

Find a Role Model—Enlist the support of someone who does exercise frequently to help you start and keep going.

Break the Cycle—Educators have this vicious cycle of life—we're too tired to exercise, but know it makes us feel better. Focus on that end feeling you get after exercise to motivate you.

Join a Gym Close By—If you have to drive 30 minutes just to work out, you'll never go. But if you can find one close to home or school, you won't use distance as an excuse.

Schedule Exercise—Educators live by schedules. So sit down with your calendar and schedule exercise into your week. Don't make it a haphazard event.

Get Professional Assistance—If your gym offers personal training, take advantage of it. Usually gyms will give you at least one free session with a trainer to get you acclimated to the weight machines. If they don't offer it for free, pay for one or two sessions. I learn so much from my trainer, and he helps me vary my routine so I don't get bored.

—Jane Howland

Quick Tip

Valerie Washeck

Andy Morrison

Get into the swing of things with these warm weather tips:

- **Start slowly—Injuries and soreness result when you push too hard too soon.**
- **Stretch before and after—Muscle injuries occur when they haven't been properly warmed up and cooled down.**
- **Increase your water intake—While hot summer weather and humidity can take a lot out of you, this is a good suggestion year-round.**
- **Consume more potassium-rich foods—Foods like bananas, dates, tomatoes, broccoli, potatoes, and fish help curb muscle aches and pains.**
- **Try a new sport—Take a few lessons from a professional at first, and you'll have all summer to practice your new skills.**

Valerie Washeck, is a junior English teacher at Rossford (Ohio) High School.

NEA·HIN

From the **NEA Health Information Network**

■ **Safe Schools Now Media Messages**

"Mind Over Media: Helping Kids Get the Message," the final episode of the Safe Schools Now network series, airs Thursday, May 24, 2001 from 2:00 to 2:45 p.m. ET. The program teaches students to analyze media messages to help them understand the potentially negative impact on their thinking and actions. For satellite coordinates or more information, visit www.safe schoolsnow.org.

■ **Helping Spanish-speaking Parents Talk About Drugs**

The National Institute on Drug Abuse has published *Latina Juventud/Hable con Sus Hijos Sobre las Drogas y Sus Peligros* (Latino Youth/Speak to Your Children about Drugs and Their Dangers), a new brochure on drug abuse and addiction. To order a free copy, call the National Clearinghouse for Drug Information at 800/729-6686 and request publication number PHD854S.

■ **Online Substance Treatment Program**

EGetgoing, an online treatment facility, has launched an Internet-based group treatment program that uses advanced audio- and video-conferencing technology to combat drug and alcohol abuse. For more information, go to www.eGetgoing.com cr call 800/866-HELP-999.

■ **Anti-Drug Media Kit**

The "Media Tool Kit for Anti-Drug Action" provides information on substance abuse prevention, strategies for reaching youth and parents, and info on promoting drug-free activities. Visit www.mediacampaign.org, E-mail ondcp@ncjrs.org, or call 800/666-3332. Reference number NCJ18213.

■ **Character Education Curriculum**

No Putdowns is a school-based, K-6 curriculum that addresses character education, social skill building, and violence prevention. For more, call 800/561-4571.

National Teacher of the Year

Vermont's Michele Forman doesn't take knowledge lightly.

When one of her world history students at Middlebury Union High School in rural Vermont asked why they didn't learn more about the Arabs in school, **Michele Forman** saw an opportunity. She participated in a summer institute in Arabic history, literature, culture, and language.

Craig Line

She also spent nine weeks in a strict immersion program at the Middlebury College Language School of Arabic, where she lived in the dorms. For seven days a week, 16 hours a day, Forman plunged into the language, bound by a pledge to speak only Arabic.

Four years ago, she brought her new language—and understanding of the Arab culture—back to her students. That's when she started teaching a noncredit course in Arabic language and culture three mornings per week. More than 20 students now participate each day—not because they have to, but because they want to.

"Vermont is small, rural, and ethnically homogeneous when compared with the rest of the nation," says the National Board Certified teacher. "Since I can't regularly bring my students into the larger world on a regular basis, I bring diverse experiences and cultures to them."

Forman, who helped write the National Standards for World History, also speaks regularly to her students about teaching in Nepal as a Peace Corps volunteer in the late 1960s, as well as her recent travels to West Africa, India, Korea, Greece, and Turkey.

In addition, the 21-year veteran advises the Student Coalition on Human Rights group, which organized the first Martin Luther King, Jr. celebration march in Vermont several years ago. Their motto: "Dignity and respect for everyone in the school."

She works hard to bring trust and excitement to her classroom and school.

"Without mutual trust, students are wary of accepting the risk and vulnerability of learning," she says.

As Teacher of the Year, Forman makes no apologies for planning to use the position as a bully pulpit.

"I want to make sure classroom teachers have a voice, particularly because education is so highly politicized," she says.

"There are a number of issues that concern me: vouchers, education funding, teacher accountability, high-stakes testing, and retaining new teachers. Policymakers need to listen to us because we bring a perspective that no one else can." ✔

Fighting for Peace

Esther Mohler Ho, a retired 70-year-old speech and language specialist in Dublin, California, schools, is like many of her retired peers: She'll be spending part of her summer traveling.

But for this NEA Retired member, this trip won't be for leisure. It will be to save lives.

She plans to spend several weeks in Chiapas, Mexico—her fourth return to the rural area with the Christian Peacemaker Teams—where low-intensity warfare is being waged against indigenous Mayans by paramilitary and military forces.

Ho calls it a "hidden war" where the country's ruling elite—with the backing of international corporate giants—are at odds with the poor, fighting for control of land that contains precious natural resources like water, oil, and rainforests.

In the past few years, more than 20,000 Mayans have been forced from their homes in this fight. Scores of people, including women and children, have been slaughtered.

While she hopes that the country's new president, and a new Chiapas governor, will follow through on their promise to bring peace to the region, Ho knows that for now her presence as an international observer makes it safer for the indigenous Mayans.

"When a villager was asked to describe our presence to a visitor, he told the man: 'They don't do much except walk around and talk to people. But if they weren't here, we would all be dead.'" Ho says. ✔

Scott Sady

(Photo above shows one of many pyramid-style temples that make up the Mayan city of Palenque in northeast Chiapas. See page 47 for resources about the conflict.)

David Bacon

Sharon Hooper

Heeding the Call to Antarctica

Not all of us would jump at the chance to experience firsthand the "bottom of the world." Antarctica simply isn't a place that appeals to everyone.

But that didn't stop Palatine, Illinois, science teacher **Sharon Hooper** (above, left).

She joined former astronauts James Lovell and Owen Garriott last year as part of a ten-member scientific team collecting meteorites and core samples of Antarctic ice and sharing their findings through distance education with students back home.

Hooper made daily phone calls to her school from a satellite-linked telephone, and her tales of adventure were broadcast to classrooms. Students also conducted classroom experiments that Hooper replicated, and results were compared. "The experiments gave our students the opportunity to compare real-world data with their own results," says Nancy Hayes, district science coordinator.

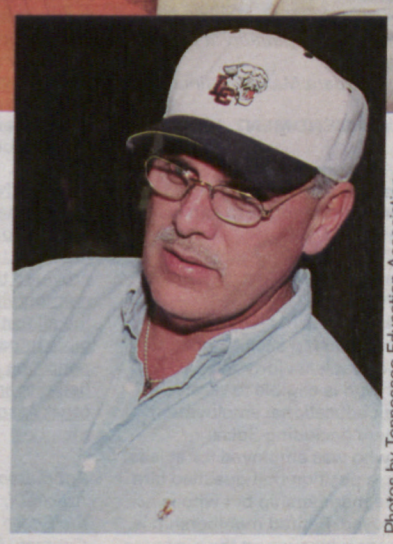
"Be involved, take risks, and you will someday be paid back a thousand fold," says Hooper. "I was nervous thinking about going, but who wouldn't be? My advice for teachers who may find themselves with an offer like mine is to accept it as fast as you can. When someone asks, 'Is there anyone who would like to . . . ' don't wait for them to finish. TAKE IT."

Local businesses, organizations, and colleges all became involved in the project. Students learned about snowfall, Antarctic winds and temperature, plant and animal life, and much more.

Hooper believes the project expanded the horizons of students, staff, and parents.

Said one eighth grade girl, "I don't ever want to go to Antarctica, but it was cool finding out about the place from somebody who was really there." ✔

Creating a Caring Community



Photos by Tennessee Education Association

Can remembering someone's birthday, creating a "Get Well" poster, or going the extra mile to comfort a classmate who has suffered a serious loss really have an effect?

Absolutely. No student should feel left out, left behind, or otherwise rejected. That's the premise behind Lenoir City High School's "We Care About You Club." The eastern Tennessee club's founder and advisor, physical education instructor **Dave Moore**, readily admits, "It's not really a club. It's a way of life."

A former basketball and football coach, "Coach Moore" says he's seen too many young people who felt rejected—or worse, tormented—by peers.

Moore's a man who hates to see kids suffer. Loneliness and disconnection, he believes, can have a powerful effect on youngsters, possibly leading to incidents like the shootings at Columbine.

The Lenoir Care Club is no membership organization, but everyone's a member, Moore says. "Everyone is either giving care or receiving care."

The result has been less violence and vandalism. The club has made a difference. For more information: e-mail Wecarelschas@aol.com or call VOL/966-CARE. ✔

Born from Imagination

Nearly a decade ago, Arizona teacher **Ginny Kalish**'s fourth grade students created "Rachel"—an imaginary classmate.

"She was born in a cloud of chalkdust," says the bilingual teacher at Palomino Elementary in Phoenix. "One of the boys looked at what I scribbled on the chalkboard and said, 'Does that say Rachel?' After that, whenever anything suspicious happened, or when something was missing, we would blame it on Rachel."

Taken with her student's interest in this character, Kalish wrote a book about Rachel, and self-published 500 copies in 1991.

In 1999, after she was named Arizona Teacher of the Year, she submitted the manuscript to Zephyr Press, who released the book—*Rachel Rude Rowdy*—earlier this year.

Kalish, a member of NEA's Reading Task Force, says the book teaches elementary students about good and bad choices, causes and consequences, and empathy and compassion. It also provides teachers with multiple intelligence lessons, journal and discussion suggestions, and questions for further thought and review following each chapter.

"Rachel is an obnoxious fifth grade girl who does mean things, but through activities and lessons, students learn to step back and look beyond her immediate behavior," says Kalish. There are reasons why she makes her classmates' lives so miserable."

Rachel is also someone kids can relate to: "Let's just say some of Rachel's actions are based on what I've seen in class," says the 21-year veteran. "It gets to the heart of treating others how you want to be treated."

Like devoted fans at a rock concert, Kalish's current third through sixth grade students are demanding more. They've even offered to help her write a sequel, which she may do this summer. But for now, she's just impressed with their emotional growth. She's also thrilled how the book has affected their desire to read and write.

"They now plead with me to do reading and writing activities about Rachel," she says with pride. "To me, that's success." ✔

The 2001 Representative Assembly

This July, nearly 10,000 NEA members elected by their state and local colleagues will gather in Los Angeles, California, for the annual NEA Representative Assembly (RA). The four-day RA is the Association's highest decision-making body. Delegates will be voting on proposed amendments to the NEA Standing Rules, Constitution, and Bylaws—all listed below—and electing two members of the NEA Executive Committee.

Interested in following the debate at this year's RA? Check out the NEA Web site at ww.nea.org. On the site will be complete, day-to-day coverage of RA debates and action, plus audio and text versions of major RA addresses. The action starts July 4.

Proposed Amendments in The NEA Standing Rules, Constitution, and Bylaws for vote by the 2001 Representative Assembly

*Proposed deletions are shown in brackets ([ ]); proposed additions are underscored.

STANDING RULE AMENDMENT 1

TITLE: To add to the Standing Rules the requirement that the Representative Assembly debate all substantive (non-procedural) issues before the substantive issues are subject to a vote.

Rule 6. Order of Business and Debate
(new) **C.** The Representative Assembly shall debate all substantive (non-procedural) issues. Such debated issues would include but not be limited to new business items, endorsements, and amendments to the Constitution, Bylaws, Standing Rules, Legislative Program, and Resolutions.

(Subsequent sections re-numbered)

Submitted in accordance with Standing Rule 9.D.1. (b) (by majority vote of a state delegation)Contact Person: Philip Katz, Massachusetts

STANDING RULE AMENDMENT 2

TITLE: To increase the number of Representative Assembly delegates required to sign a petition supporting a new business item before that item will be considered by the Representative Assembly from fifty (50) to two hundred fifty (250) delegates.

Rule 6. Order of Business and Debate
K. (paragraph 3)
New business items shall be submitted to the Committee on Constitution, Bylaws, and Rules no later than 12 noon on the second day of the Representative Assembly and shall be submitted (1) by a petition of at least [fifty (50)] two hundred fifty (250) delegates. (no further changes)

Submitted in accordance with Standing Rule 9.D.1.(a) (by petition of at least 25 delegates) Contact Persons: Jack Stoner and Joseph Laiacona, Illinois

STANDING RULE AMENDMENT 2A

TITLE: To increase the number of Representative Assembly delegates required to sign a petition supporting a new business item before that item will be considered by the Representative Assembly from fifty (50) to two hundred (200) delegates.

Rule 6. Order of Business and Debate
K. (paragraph 3)
New business items shall be submitted to the Committee on Constitution, Bylaws, and Rules no later than 12 noon on the second day of the Representative Assembly and shall be submitted (1) by a petition of at least [fifty (50)] two hundred (200) delegates. (no further changes)

Submitted in accordance with Standing Rule 9.D.1.(a) (by petition of at least 25 delegates) Contact Person: Barbara Hall, Illinois

STANDING RULE AMENDMENT 3

TITLE: To delete the limit on the number of terms that may be served on the Resolutions Committee by representatives of State, Retired, Student, and At-Large members.

Standing Rule 8. Definition of Resolutions, Committee, and Procedure
(**A.-C**. - no changes)
D. State, Retired, Student, and At-Large Members
(paragraph 2)
Members shall serve for one (1) year commencing September 1. [No person shall serve more than six (6) terms as a member.]

(no further changes)

Submitted in accordance with Standing Rule 9.D.1.(a) (by petition of at least 25 delegates.) Contact Person: Brad Larson, Illinois

CONSTITUTIONAL AMENDMENT 1

TITLE: To amend the Preamble of the NEA Constitution by inserting the words "quality, public" between "for" and "education" on line 2 and inserting the words "speak as the authority on educational matters" between "education" and "advance" on line 2.

Preamble
We, the members of the National Education Association of the United States, in order that the Association may serve as the national voice for quality public education, speak as the authority on education matters, advance the cause of education for all individuals... (no further changes)

Submitted in accordance with Constitution Article IX, Section 1.b (by petition signed by at least fifty (50) certified delegates). Contact Persons: Ron Miller and Paul Phillips, Massachusetts

BYLAW AMENDMENT 1

TITLE: To make eligible for NEA-Retired membership persons who retire and return to full-time, part-time, or day-to-day educational employment as part of an early retirement agreement with their school districts. To specify that Association benefits and services for which Retired members are eligible include "Educators Employment Liability coverage."

Bylaw 2. Membership
Section 1. Categories
d. Retired membership shall be open to any person who is at least forty-five (45) years of age or who is eligible to receive a pension from an educational employment retirement system (including Social Security), and who was employed for at least five (5) years in a position that qualified him or her for Active membership but who is no longer so employed or who retires and returns to either day-to-day or regular full- or part-time educational employment as part of an early retirement agreement with the local school district. (no further changes to this paragraph)

(third paragraph) Retired members shall be eligible to receive Educators Employment Liability coverage and other benefits and services of the Association authorized by the Board of Directors.

Submitted in accordance with Constitution Article IX, Section 1.b (by petition of at least 50 delegates.) Contact Person: Barbara Mann, Virginia

BYLAW AMENDMENT 1A

TITLE: To allow persons eligible for Association membership in both Retired and Active membership categories to join in either category.

Bylaw 2. Membership
Section 1. Categories
(no changes to a. - e.)
d. Retired membership shall be open to any person who is at least forty-five (45) years of age or who is eligible to receive a pension from an educational employment retirement system (including Social Security), and who was employed for at least five (5) years in a position that qualified him or her for Active membership but who is no longer so employed. Retired membership is limited to persons who support the purposes and programs of the Association. Retired members shall maintain membership in the state affiliate provided the affiliate has a membership category for retired members and provided the affiliate grants such members at least the right to serve as delegate to its delegate assembly or equivalent body and to be counted toward the representation entitlement for such body.

Retired members shall have the right to vote, to hold elective or appointive positions in the Association, and to be counted toward the representation entitlement for the Board of Directors and the Representative Assembly as provided in the Constitution and Bylaws.

Retired members shall be eligible to receive benefits and services of the Association authorized by the Board of Directors.

Unless these Bylaws provide otherwise, a person who is eligible for Association membership in both the Retired and Active membership categories shall have the option to join the Association as a Retired or as an Active member.

Submitted in accordance with Constitution Article IX, Section 1.e (by majority vote of the Board of Directors.) Contact: NEA Board of Directors

BYLAW AMENDMENT 1B

TITLE: To allow Active Life members eligible for Retired membership to join the Association as Retired members while maintaining Active Life membership under certain conditions.

Bylaw 2. Membership
Section 1. Categories
(no changes to a. - e.)
d. Retired membership shall be open to any person who is at least forty-five (45) years of age or who is eligible to receive a pension from an educational employment retirement system (including Social Security), and who was employed for at least five (5) years in a position that qualified him or her for Active membership but who is no longer so employed. Retired membership is limited to persons who support the purposes and programs of the Association. Retired members shall maintain membership in the state affiliate provided the affiliate has a membership category for retired members and provided the affiliate grants such members at least the right to serve as delegate to its delegate assembly or equivalent body and to be counted toward the representation entitlement for such body.

Retired members shall have the right to vote, to hold elective or appointive positions in the Association, and to be counted toward the representation entitlement for the Board of Directors and the Representative Assembly as provided in the Constitution and Bylaws.

Retired members shall be eligible to receive benefits and services of the Association authorized by the Board of Directors.

An Active Life member who is eligible for Retired membership may join the Association as a Retired member while retaining his or her Active Life membership, provided that during the period of such membership, he or she shall be counted for the allocation of delegate credentials, be eligible to participate in Association governance, be eligible to receive Association benefits and services, and be treated for all other Association purposes only as a Retired member.

Submitted in accordance with Constitution Article IX, Section 1.e (by majority vote of the Board of Directors.) Contact: NEA Board of Directors

BYLAW AMENDMENT 2

TITLE: To establish dues at three-fourths (3/4) the dues of Active members employed full-time for persons eligible for Active membership who are employed for seventy-five percent (75%) or less but more than fifty percent (50%) of the normal schedule of a full-time employee.

Bylaw 2. Membership
Section 7. Membership Dues
d. The membership fee for persons eligible for Active membership who are regularly employed for seventy-five (75) percent or less, but greater than fifty (50) percent, of the normal schedule for a full-time employee, who are not employed as substitutes, and who are not eligible for membership as a full-time employee through another local association (as verified by the local association) shall be three-quarters (3/4) of the Active dues as appropriate. The membership fees for persons eligible for Active membership who are regularly employed for fifty (50) percent or less, but greater than twenty-five (25) percent, of the normal schedule for a full-time employee, who are not employed as substitutes, and who are not eligible for membership as a full-time employee through another local association (as verified by the local association) shall be one-half (1/2) of the Active dues as appropriate. The membership fee for persons eligible for Active membership who are regularly employed for twenty-five (25) percent or less of the normal schedule for a full-time employee, who are not employed as substitutes, and who are not eligible for membership as a full-time or part-time employee through another local association (as verified by the local association) shall be one-quarter (1/4) of the dues of Active members engaged in professional educational employment.

Submitted in accordance with Constitution Article IX, Section 1.a. (by petition of at least 100 Active members from two or more states). Contact Person: Mary Supple, Minnesota

BYLAW AMENDMENT 2A

TITLE: To specify that the one-quarter (1/4) dues paid by persons eligible for Active membership who are regularly employed for twenty-five (25) percent or less of the normal schedule for a full-time employee be based on Active dues, as appropriate.

Bylaw 2. Membership
Section 7. Dues
d. The membership fee for persons eligible for Active membership who are regularly employed for fifty (50) percent or less, but greater than twenty-five (25) percent, of the normal schedule for a full-time employee, who are not employed as substitutes, and who are not eligible for membership as a full-time employee through another local association (as verified by the local association) shall be one-half (1/2) of the Active dues, as appropriate. The membership fee for persons eligible for Active membership who are regularly employed for twenty-five (25) percent or less of the normal schedule for a full-time employee, who are not employed as substitutes, and who are not eligible for membership as a full-time or part-time employee through another local association (as verified by the local association) shall be one-quarter (1/4) of the Active dues [of Active members engaged in professional education employment.], as appropriate.

Submitted in accordance with Constitution Article IX, Section 1.b. (by petition of at least 50 delegates). Contact Person: Steven Cook, Michigan

BYLAW AMENDMENT 2B

TITLE: To specify that the Executive Committee may establish reduced membership dues for persons eligible for Active membership in an Association affiliate that is the recognized organization, but has not yet negotiated an initial collective bargaining agreement, being solicited as members in a competing organization charging a lower dues, or not eligible for membership in a state or local Association affiliate.

Bylaw 2.
Section-7. Membership Dues

(**l.**) The Executive Committee may establish reduced membership dues for persons eligible for Active membership who are included in a group of employees (i) that is attempting to become an affiliate of the Association; [or] (ii) for which an affiliate of the Association is attempting to become the recognized organization; (iii) for which an affiliate of the Association is the recognized organization, but has not yet negotiated an initial collective bargaining agreement; (iv) in which a competing organization is attempting to solicit members by charging a lesser amount of dues; or (v) who are not eligible for membership in a state or local affiliate of the Association. The amount of the dues charged to such persons, and the Association services and benefits for which they are eligible, shall be determined by the Executive Committee on a case-by-case basis. The Executive Committee shall adopt rules for implementing this Bylaw.

Submitted in accordance with Constitution Article IX, Section 1.e (by majority vote of the Board of Directors.)
Contact: NEA Board of Directors

BYLAW AMENDMENT 3

TITLE: To require that state and local affiliates claiming all-inclusive membership grant all members full membership rights, provide funding to all members, and to notify NEA if any member is denied these rights.

Bylaw 8. Affiliates and Special Interest Groups
Section 7. Standards for Local Affiliates
a., b. - no changes

c. The affiliate shall require membership in the Association and in its state affiliate where eligible.

If an affiliate enrolls educational support personnel in any membership category and as a matter of policy seeks to recruit and represent such members the affiliate (i) shall grant them full rights of participation and (ii) shall require them to be members of the Association and its local affiliate where eligible.

All state and local affiliates that claim an all-inclusive membership will grant all members full membership rights including the right to hold office, to vote, to be a representative of that affiliate and to receive the funding necessary to uphold these duties regardless of job category. The state affiliate of an all-inclusive membership shall notify NEA if any member is denied full membership rights due to their job category.
(no further changes)

Submitted in accordance with Constitution Article IX, Section 1.b. (by petition of at least 50 delegates).
Contact Person: Desiree Jackson, Georgia

BYLAW AMENDMENT 4

TITLE: To allow NEA Active members to apply in writing to receive refunds of the portion of their dues allocated for "political activity."

Bylaw 11 General Finance
Section 9 Budget
a. - e. - no changes

(new) **f.** Active NEA members, on written application, will be able to obtain that portion of their yearly dues allocated for "political activity."

Submitted in accordance with Constitution Article IX, Section 1.b. (by petition of at least 50 delegates).
Contact Person: Christine Nowak, New York

Candidates for NEA Executive Committee
Delegates will elect two

Becky Pringle

"Education is a great equalizer of the condition of men, the balance wheel of the social machinery." Horace Mann's reflection captures the magnitude of the tasks we face as guardians of public education. Our task is to preserve and enhance public education. Likewise, our task is to protect and advance the rights of our members. We must remain steadfast in our belief that these tasks are not mutually exclusive.

Advancing public education through advocacy has been my theme throughout this journey – advocacy for our members and our students. Some believe advocacy means speaking the loudest. I believe advocacy requires an inspired voice followed by inspired action. This is how we will meet the challenges facing us today, and awaiting us tomorrow.

Michael Billirakis

We must be committed to the well being of our members and the learners they serve. This belief has caused us in Ohio to look beyond traditional means and forge new alliances in order to accomplish this mission. We must believe that the impossible can accomplished. Keeping the vision clear, one finds that we can achieve the desired result in a variety of ways. We can't take no for an answer; "no" just means we approach a solution from another angle. Building relationships and staying true to the purpose causes great changes to be made.

Kathleen Trongo

I am concerned about the plight of our public schools; the threat to continued funding of needed programs, the continued attacks on public education and the lack of support for school infrastructure.

Therefore, I believe that NEA must be more aggressive in improving the plight of public school employees and our students. I believe that NEA must implement an effective public relations program focusing on the needs and accomplishments of our public schools. NEA must devote more energy, research and resources to member involvement. NEA must increase its political effectiveness.

Michael Marks

Now more than ever, America's public schools need the help of caring individuals to ensure that all children have an opportunity for success in life. Good leadership is a must if the National Education Association is to remain a united and focused vanguard for public education.

As we evaluate student achievement, promote teacher quality, and analyze organizational capacity, we must insist that NEA continue to make the grade! It is with our nation's children in mind that we must continue to forge toward new horizons by securing the highest marks for NEA and America's public schools.

Lynette Tanaka

The power of the NEA comes from you and me, from ESP, pre-K to adult and higher education teachers, educators, faculty, and staff who are the 2.6 million members of the nation's largest education association – we agree to be accountable for student learning, we organize and involve others in political action, we dream of the day when poverty and oppression are not barriers to student achievement, we refuse to accept vouchers as a solution, and we demand respect for the profession of education with the power of every NEA member.

I believe a member of the Executive Committee must always be in touch with our membership, involved in member issues, and inclusive of our diverse and talented education family.

Richard Malizia

NEA is a diverse organization representing educators both in and out of the classroom, Active and Retired, doing their part to provide a quality education to our nation's students. The challenges facing our great Association are many and the needs of the students we serve are urgent as ever. If an organization's greatness is judged by the number and strength of it's adversaries, then our organization is great indeed! In this time of national transition and challenge, I feel that the diversity of NEA is one of our greatest strengths and that that diversity must be reflected in the highest level of NEA governance.

Marsha Smith

Employment: team leader and health and physical education resource teacher at the Earle B. Wood Middle School in Rockville, Maryland. Dallas Independent School District, Dallas, Texas. Trenton Public Schools, Trenton, New Jersey.

Association Experience: *Local*—Montgomery County Education Association Board of Directors, building representative, Instruction and Professional Development Committee, Bargaining Team, Technology Team with Board of Education. *State*—Maryland State Teachers Association Board of Directors, Maryland Professional Standards and Teacher Education Board vice chair and interim chair, "And Justice for All" Minority Task Force chair, Instruction and Professional Development Committee liaison, State Association Staff Bargaining Team. *National*—NEA Board of Directors, Strategic Plan and Budget Committee, Constitution and Bylaws Committee, Education International delegate.

Your Dues Dollars

A Report from NEA Secretary-Treasurer Dennis Van Roekel

As NEA Secretary-Treasurer, I am pleased to report to you figures excerpted from NEA's audited statements for the fiscal and membership year ended August 31, 2000. Once again NEA experienced a positive year in 1999 – 2000.

Not only did we increase membership by adding 71,110 new members to our organization this year, but we also added $1,723,874 to our total Net Assets as a result of net revenues exceeding expenses. The increase of Net Assets and continuous growth of new members add strength to our already fiscally sound organization that will enable us to build confidence in public education and to advocate for our members' needs. Each of you should be proud of your contribution in making the NEA strong and responsive to the students we serve and the people who spend their lives in public education.

The auditor's opinion letter stated that their work was performed in accordance with generally accepted auditing standards. It was a 'clean opinion' issued without any qualifying comments. An unqualified opinion is the best kind of opinion letter to receive.

The Statements of Financial Position presented the Association's assets, liabilities, and net assets as of August 31, 2000. One important indicator of an organization's financial strength is the Net Assets (the difference between total assets and total liabilities). Net Assets should be a positive balance and sufficient not only to stabilize an organization in troubled times, but also to serve as a source of funds for special projects, future growth, and other fiscal demands as deemed appropriate. NEA's combined Net Asset Balance is over $78.6 million this year as a result of the adoption of the multiemployer postretirement benefit plan. In addition, NEA has continuously demonstrated a positive Current Ratio, which means that NEA is in solid position to meet our current obligations by using cash and other current assets.

The General Operating Fund Statement of Activity and changes in Net Assets reflects total Revenue and Expenses by Strategic Priorities. Note that the increase in revenue generated from a substantial increase in membership allowed for additional expenditures in each of the strategic priorities as well as providing an additional $987,931 in net assets.

Membership growth, fiscal stability and strength, and sound allocation of NEA's resources combined to make 1999 - 2000 an outstanding year for the National Education Association.

Note: A complete copy of the NEA audit report is available upon request.

National Education Association of the United States
Statements of Financial Position by Fund at August 31, 2000
With Comparative Totals as of August 31, 1999

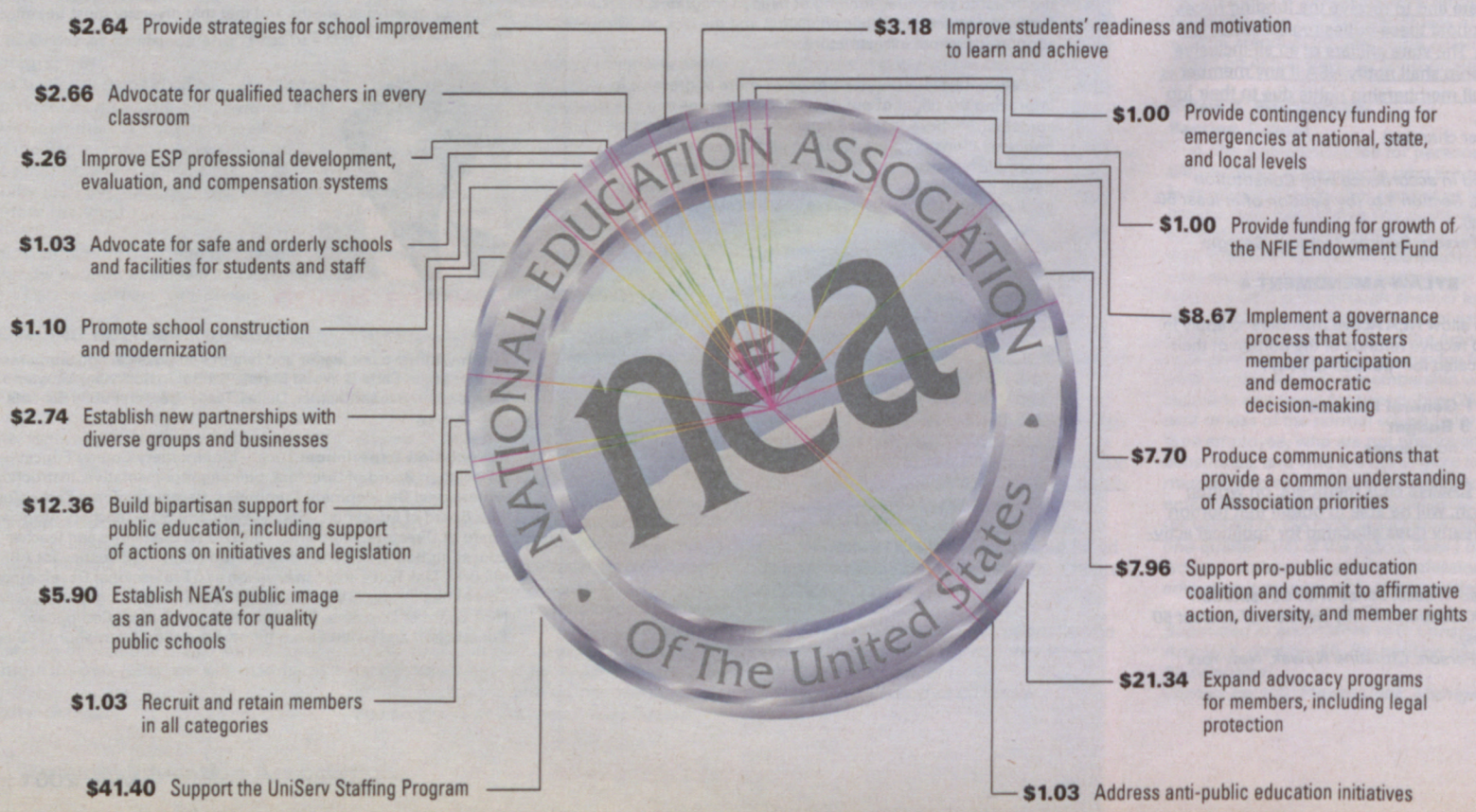
	General Operating Fund	Special Purpose Funds	Capital Improvement Fund	2000 Total Funds	1999 Total Funds
Current Assets	$ 55,637,057	$ 8,704,646	$ –	$ 64,341,703	$ 60,689,871
Long-term Assets	28,655,229	13,328,468	55,614,850	97,598,547	100,446,066
Total Assets	$ 84,292,286	$ 22,033,114	$ 55,614,850	$ 161,940,250	$ 161,135,937
Current Liabilities	$ 22,576,803	$ 4,758,675	$ 1,979,963	$ 29,315,441	$ 33,167,364
Long-term Liabilities	8,037,642	7,864,097	38,066,314	53,968,053	80,463,591
Total Liabilities	30,614,445	12,622,772	40,046,277	83,283,494	113,630,955
Unrestricted Net Assets					
Undesignated Net Assets	24,249,940	9,410,342	15,568,573	49,228,855	47,504,982
Net Assets Designated for Postretirement Benefits	29,427,901	–	–	29,427,901	–
Total Liabilities & Net Assets	$ 84,292,286	$ 22,033,114	$ 55,614,850	$ 161,940,250	$ 161,135,937

National Education Association of the United States
General Operating Fund Statement of Activity and Changes in Net Assets
Year Ended August 31, 2000

	Budget (Unaudited)	Actual
Total Revenue	$220,987,950	$225,713,374
Expenses by Strategic Priorities:		
Provide student with the skills and knowledge to function successfully in school	4,304,786	3,896,281
Ensure a qualified teacher for every classroom	3,467,317	3,619,619
Build learning environments that support student success	6,654,992	6,634,971
Promote stronger public, parental and business support for public education	20,162,879	23,004,164
Mobilize at the local, state, and national levels for the resources basic to quality schools	108,202,409	108,260,137
Provide the administrative and programmatic support vital to the achievement of NEA's goals	77,723,697	79,310,271
Total Unrestricted Expenses	220,516,080	224,725,443
Changes in Net Assets from Operating Activities	$471,870	987,931
Non-Operating Activity:		
Change due to postretirement benefit plan		29,427,901
Total Changes in Net Assets		30,415,832
Unrestricted Net Assets, Beginning of Year		23,262,009
Unrestricted Net Assets, End of Year		$53,677,841

How your 2000-2001 dues dollars are allocated

The following is a breakdown of how NEA dues dollars are allocated to support and represent its members and affiliates in their efforts to achieve the mission of the NEA. $123.00 NEA Dues (Active member, professionally employed).


$2.64 Provide strategies for school improvement
$2.66 Advocate for qualified teachers in every classroom
$.26 Improve ESP professional development, evaluation, and compensation systems
$1.03 Advocate for safe and orderly schools and facilities for students and staff
$1.10 Promote school construction and modernization
$2.74 Establish new partnerships with diverse groups and businesses
$12.36 Build bipartisan support for public education, including support of actions on initiatives and legislation
$5.90 Establish NEA's public image as an advocate for quality public schools
$1.03 Recruit and retain members in all categories
$41.40 Support the UniServ Staffing Program
$3.18 Improve students' readiness and motivation to learn and achieve
$1.00 Provide contingency funding for emergencies at national, state, and local levels
$1.00 Provide funding for growth of the NFIE Endowment Fund
$8.67 Implement a governance process that fosters member participation and democratic decision-making
$7.70 Produce communications that provide a common understanding of Association priorities
$7.96 Support pro-public education coalition and commit to affirmative action, diversity, and member rights
$21.34 Expand advocacy programs for members, including legal protection
$1.03 Address anti-public education initiatives
NATIONAL EDUCATION ASSOCIATION
nea
Of The United States

Is Online Stock Trading for You? How About Those Credit Cards?

Q: I'm tempted to start investing online but I'm worried about the stories I hear about day trading. What do you think?

A: It depends. The Internet has revolutionized investing. Many investors who use it can't imagine doing otherwise.

They enjoy cheap trades, free information, and the camaraderie of fellow investors. The Web has democratized investing, providing all of us information that used to be available only to professional traders. The greatest contribution of the Internet, though, has been in education. If you are determined to learn and willing to spend the time, you can learn to become a good investor.

But I think you are wise to be concerned about the tendency of online traders to become more aggressive.

A couple of years ago, Terrance Odean and Brad Barber, two finance professors at the University of California at Davis, found that when investors moved online, their performance dropped by an average of 5 percentage points a year.

The investors they studied had been beating the market by an average of 2 percentage points a year before they moved online. As online traders, their performance lagged the market by 3 percentage points a year.

The reason was obvious: Their behavior changed. Once investors moved online, they traded more often and more aggressively, probably because they had more information and more control and because it was easier, cheaper, and more entertaining.

Average turnover in these portfolios went from 73.7 percent to 95.5 percent. "Online trading is like the Old West," the professors wrote. "The slow die first."

In my own experience, I saw both the good and the bad. I started writing an online column four years ago and began investing online. I did become more aggressive, and I did trade more. But I also became a more knowledgeable and better investor, and I've achieved better performance.

If you do decide to go online, I suggest you set goals for yourself, both investing goals and educational goals. And beware of overconfidence, which is what Barber and Odean said led the investors in their study to trade too much. It's true that you have more information online. But the bottom line is that no one knows whether the market will head up or down tomorrow.

Q: We're facing a dilemma. We used our emergency fund to put a new roof on the house, so we don't have money for our family vacation. Our teens still want to go, and my husband says we should. I'm torn.

A: I'm with your husband. You are obviously a conscientious family with solid money habits.

You also must be pretty great parents if your kids still want to hang out with you when they're teenagers. Take advantage of that. I believe in trying to avoid regrets.

I know I would regret not saving money for retirement. But I'd also regret missing out on a vacation with my family because I hadn't saved the money in advance.

One important thing, though. You've got to be certain that you will enjoy it. If you're fretting during the entire vacation and reminding your husband and kids not to eat too much or have too much fun, you will have defeated yourself.

I think enjoying your vacation is a real art. Not many people can do it, much less whole families. If yours is one of them, by all means don't deny yourself this pleasure.

Q: What is the maximum number of credit cards a person should carry?

A: I think two is enough. I recently got a letter from a guy who had taken my advice so much to heart that when he got married, he insisted that his wife give up all but one of her cards, and he gave up all but one of his. That's a little extreme. I think two for each spouse is fine.

Obviously, you could make an argument for having more. But I'll make my argument for two.

I've carried just an American Express card and a Visa card for years, and I've never had any trouble, even when traveling abroad. Perhaps five years ago, I had four cards but only used two.

Then I was constantly getting mail from the other two announcing rule changes that affected me, and I had to try to keep up with it. Not to mention the annoying phone calls solicitors make to try to get you to use your card more often.

Card companies don't like cardholders who don't charge. And they're likely to charge you for not charging. I know department store cards sometimes entitle you to discounts. But my feeling is that I would simply spend more if I had a store card. So I stick with my two. ✔

—Mary Rowland

Rowland is an author and contributor to several financial planning magazines.

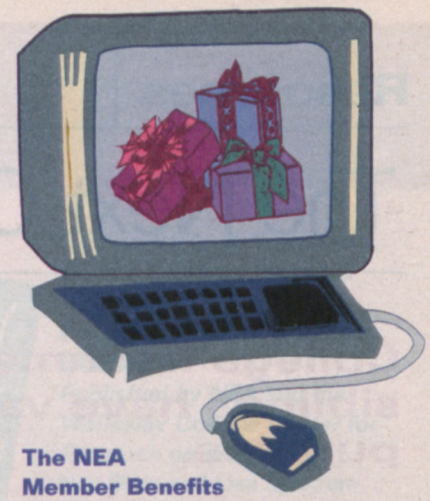
Thrifty Educator

This month's tip comes from Meg Thompson, a fifth grade teacher at El Roble Elementary School in Gilroy, California.

"My students aren't always perfect at getting necessary information home to their parents, so I request five self-addressed, stamped envelopes when I send home my school supply list. These envelopes make it so easy to communicate with parents that I write more often than I normally would.

"The parental response has been outstanding! I am one of the few upper grade classes with a terrific parent volunteer turnout. I truly believe this turnout is because I send home personal communication. Side benefits are that parents save me the time it would take to address all these envelopes as well as the expense of mailing them."

If you have a favorite money-saving tip that you apply in your workplace, please send your idea along to neatoday@nea.org.



The NEA Member Benefits Web Site (www.neamb.com) has an exciting new giveaway contest every month.

Heads Up from NEA Member Benefits

Good news for NEA Valuebuilder Program participants! Security Benefit Group, the new, exclusive provider of the NEA Valuebuilder Program, has mobilized more than 400 Valuebuilder representatives across the country to meet with current participants to review and update their accounts.

But that's not all. Before the end of this year, the NEA Valuebuilder Program will launch three new investment products designed for a variety of personal financial goals and circumstances.

The 403(b) Tax-Sheltered Annuity will appeal to individuals who want the security of lifetime income coupled with death benefit protection.

For those who want a lower cost, pre-tax investment, 403(b)(7) Tax-Sheltered Mutual Funds will be an attractive option.

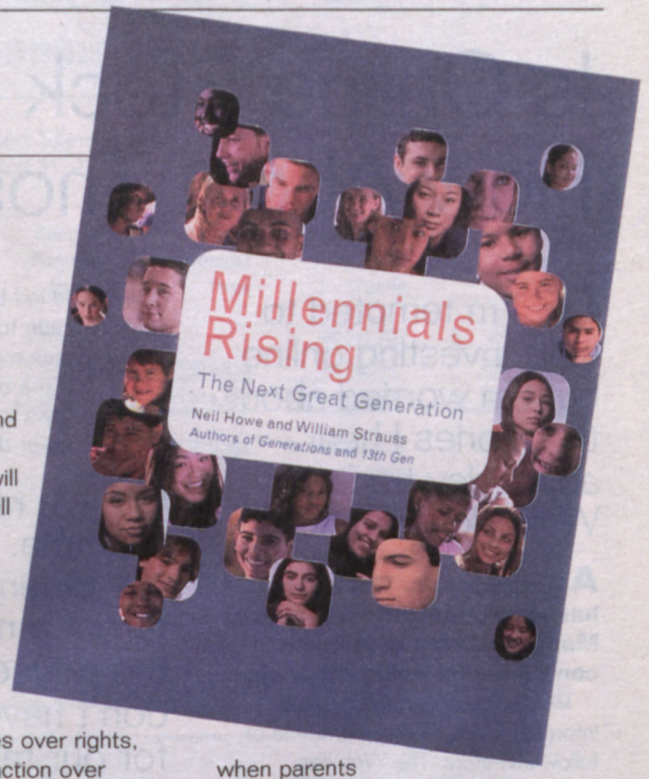
An After-Tax Mutual Fund product will be offered for people looking for liquidity in a shorter-term investment, such as saving for a child's college education.

If you would like to meet with a Valuebuilder representative to discuss your current account or find out more about these new Valuebuilder products, call toll free: 877/NEA-8668, Monday-Friday, 7 a.m. to 6 p.m. CT.

Alamo, a provider of the NEA Car Rental Program, has introduced QuickRent, a no-lines, no-hassle car rental process that combines the power of the Internet with Alamo's ATM-style Quicksilver kiosks at select locations.

Now all NEA/Alamo car rental customers can bypass the counter and make rental arrangements online at the NEA Member Benefits Web Site at www.neamb.com (click on NEA Car Rental Program, then click on Alamo).

The Next Great Generation



College freshmen and their younger siblings have values, direction, and purpose.

EXCERPT

"The experiences that Millennials have not personally known also define them.... They've never known what it was like to grow up without miracle vaccines, eat foods without vitamin additives, entertain themselves without electronic games of immense complexity, write a term paper without Internet and word processor, be barred from schools because of race or from sports because of gender, or duck and cover in nuclear war drills at school. They've never known recessions, student riots, political assassinations, red scares or foreign crisis that directly threaten the lives of their families. So, too, have they never known pro athletes who didn't regularly shop their skill and celebrity to the highest bidder, or a sexual landscape that wasn't dotted with lawyers and deadly diseases, or a school curriculum that wasn't an ideological battleground."

MILLENNIALS RISING: THE NEXT GREAT GENERATION
By Neil Howe and William Strauss
Vintage Books: $14

Move over Boomers and Gen Xers, here come the Millennials. And according to Neil Howe and William Strauss, they could just save the world.

Using a wealth of marketing reports, statistics, graphs, and testimonials from an in-depth opinion poll of the new generation and their teachers and parents, the authors contend that Millennials—born 1982 through 2002—are poised to become the next great generation, one that will provide a more positive, group-oriented, can-do ethos for America.

Throughout the book—which explores the roots of this turnaround generation, who they are now, and where they are headed—the authors convincingly argue that while teens today may be heavily tattooed and inclined to body piercing, appearances are as misleading as ever. Millennials are returning to conservative family values, emphasizing cooperation rather than creativity, and showing a new respect for rules.

More numerous and culturally diverse than their forebearers, their views reflect the duty-minded, civic-oriented ideals of World War II fighters, not the cynicism of their me-first baby boomer and Gen-X-age parents.

"The Millennials will correct what they will perceive to be the mistakes...of boomers, by placing positivism over negativism, trust over cynicism, science over spiritualism, team over self, duties over rights, honor over feeling, action over words," write the authors.

Can children reared on Barney, Britney, 'N Sync, and the rest of the bubble gum youth culture really be "the next great generation"? Consider the evidence:

According to national surveys cited by the authors, homicide, violent crime, abortion, and pregnancy among teens have all plummeted at the fastest rates ever recorded. Teen suicide rates are falling for the first time in decades. And today's young people have stricter attitudes about sex than their elders, with virginity being a cool new trend.

There are also the testimonials on every page—from children, teachers, parents, politicians, researchers, and more—that speak of new hopes and big dreams.

Unlike the latchkey kids of Gen X, Millennials can't remember a time when parents and politicians weren't focused on them and their needs. They lie under a gathering of adult protection—from bicycle helmet laws to school uniforms.

Politicians campaign on their behalf, and as a nation we've donated more concern and attention their way than to any other generation in generations.

Though the book does overgeneralize, it's an entertaining read, with an intriguing analysis of popular culture that could prompt engaging discussions among old and young.

It's also hard to resist the book's hopeful vision for our children and future. Many of the theories they wrote about in their two previous books—*Generations* and *13th Gen*—have indeed come to pass.

—*Dina S. Gómez*

BOOKS by NEA Members

Peter and His Magic Bedtime Cap
By Paul Nichols

Author/illustrator Paul Nichols lost his battle with cancer two years ago, but his family, including his mother Carole Nichols, also an NEA member, made sure his book was published. This book is for kids going through tough times. Many copies of the book have gone to charitable groups, libraries, and schools. Order through Amazon.com or through Misty Mountain Publishing. P.O. Box 111185, Anchorage, AK 99511; call 907/258-9800.

Bodywork and Other Adventures of Skippy Redcap

By Don C. Princeler NEA Retired member Princeler has put together a series of short stories recalling the events of the 1950s. The stories are all about Skippy, his brother Robb, and a group of eccentric friends. If you don't know the '50s, those were the years without shopping malls, fast food, or video games. In short, kids invented their own entertainment, and this is what the book is about. $12, plus $3 s&h for the first book, $1.50 for each additional book. Order from Don Princeler Publishing, P.O. Box 87, Connoquenessing, PA 16027.

I Teach Kindergarten
By Peggy Rush-Campbell

Rush-Campbell has taught primary grade for more than 20 years in several states. This book covers all aspects of kindergarten teaching. Topics include assessment themes, substitute teachers, parent-school connection, and more. The book also includes plenty of student work samples, helpful questions and answers, sample letters, and reproducibles. $19.95 from Crystal Springs Books, 75 Jaffrey Road, P.O. Box 500, Peterborough, NH 03458 or go to www.crystalsprings.com.

The Inclusive Classroom: A Practical Guide for Educators

By SiriNam Khalsa This is a book with proven strategies and practical guidance for building a successful inclusion program from a teacher with 15 years of experience working with a diverse group of children with special needs. The author, a middle school educator and mentor teacher, includes in the book such how-to sections as determining learning systems, setting up learning centers, changing negative learning styles, and managing behavior effectively. $16.95 plus $1.70 s&h. Order from Pearson Learning at 800/321-3106 or from the Web at www.inclusion.bizland.com.

FREE OR INEXPENSIVE

Sometimes Kids Can Say it Best

Kids write it like it is, in their own words. And you'll probably think they do a fine job in this book, *Teen Ink: Our Voices, Our Visions.* Broadcast journalist and author Bill Moyers does. He had this to say: "Just when you think we have reason to fear the future, pick up this book and see what the hopes, dreams, and courage of young people can do for the soul." 361 pages. $12.95 from Health Communications, Inc., 3201 S.W. 15th St., Deerfield Beach, FL 33442. Also see www.TeenInk.com.

Financial Smarts for Students

By Lewis Mandell, Ph.D.

Money challenges just about everyone. Like anything else, understanding what you are dealing with helps you manage it more effectively. The various chapters of *Improving Financial Literacy: What Schools and Parents Can and Cannot Do* will help many identify problems, understand income, money management, savings and investment, spending, and debt. The book includes a survey, charts, and an extensive listing of financial socialization literature. 205 pages. $14.95 from Jump$tart Coalition for Personal Financial Literacy, 919 18th St. NW, Washington, DC 20006. On the Web at www.jumpstart.org.

Comprehensive Source on AIDS

Edited by Raymond A. Smith

Since the first diagnosis in the early 1980s, AIDS has changed the landscape of society. Yet we still lack a necessary basic understanding of its power and impact. With more than 300 entries ranging up to 2,000 words and written by specialists from around the world, the *Encyclopedia of AIDS: A Social, Political, Cultural, and Scientific Record of the HIV Epidemic* synthesizes a huge body of information. 832 pages. $25 from Penguin Putnam Inc. 375 Hudson St., New York, NY 10014, 212/366-2272, or on the Web at www.penguinputnam.com.

There's a Million Stories up There

Philip's Guide to the Night Sky

includes the guided tour of the stars and constellations, and is written in clear, nontechnical language. Learn about the solar system, how to recognize stars and constellations, and get advice on binoculars and telescopes. Nice charts, photos, constellation maps, and more. 48 pages. $7.95 from George Philip Limited, distributed in the U.S. by Sterling Publishing Co., Inc., 387 Park Ave. South, New York, NY 10016. On the Web at www.philips-maps.co.uk.

Ugly Walls?

Classroom walls don't have to be bare cinderblock. Try creating colorful, inexpensive, theme-related bulletin boards with *Bulletin Bored? or Bulletin Boards!* 272 pages. $32.50 from Scarecrow Press, Inc., 4720 Boston Way, Lanham, MD 20706, 800/462-6420.

Africa Is Not a Country

By Margy Burns Knight and Mark Melnicove; Illustrated by Anne Sibley O'Brien

The title gives the contents of this book away. Many students probably think of Africa as one country, not the huge continent that it is. As the book points out, you could put together the United States, China, Japan, and Europe and still not have a land mass as large as Africa, which is made up of 53 nations. In colorful illustrations and briskly written text, this 40-page book gives young readers a good overview. $24.90 from Millbrook Press, 2 Old New Milford Rd., Dept. LS, Brookfield, CT 06804. 800/462-4703. On the Web at www.millbrookpress. com.

TVTIPS

My Louisiana Sky

Showtime, May 13, 8:00-10:00 p.m. ET, check local listings.

Based on the novel by Kimberly Willis Holt, *My Louisiana Sky* tells the story of a 1950s summer in the life of 12-year-old Tiger Ann. Not only is she facing the inevitably difficult transition from child to teen, but after the death of her grandmother, Tiger Ann must also decide whether to stay in a small Louisiana town with her developmentally delayed parents, or move to Baton Rouge to live with her sophisticated Aunt Dorie Kay. ✔

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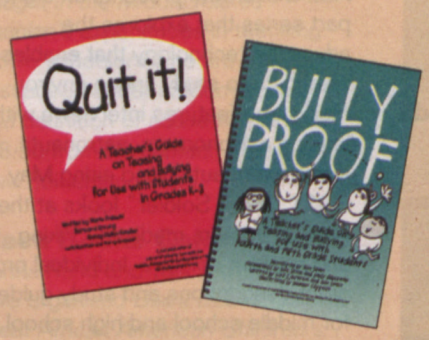

Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students

Published by NEA and the Wellesley College Center for Research on Women

Nan Stein and Lisa Sjostrom

60 pp. $15.95 members; $19.95, nonmembers, 1873-7-00-FN

Quit It! A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3

Published by Educational EquityConcepts, Inc., Wellesley College

Merle Froschi, Barbara Sprung, and Nancy Mullin-Rindler

122 pp. $15.95 members; $19.95 nonmembers, 1881-8-00-FN

Order both books and save!
Bullyproof set: $25.95 members; $27.95 nonmembers
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What's the difference between playful teasing and hurtful bullying? How should you deal with a bully in your own classroom? Get the answers to these important questions and the tools you'll need to deal with this harmful behavior in *Bullyproof* and *Quit It!* Written for K-3 teachers, *Quit It!* gives you problem-solving activities along with games and exercises designed to capture your students' attention. In *Bullyproof*, fourth and fifth grade teachers use role playing and other activities to deal with targets, perpetrators, and bystanders. Both books offer activities you can use right away. Now for a limited time, save 15% when you order both *Bullyproof* and *Quit It!*

To order, call 800/229-4200, or check the Web at www.nea.org/books.

TV TIPS

The Ultimate Guide: Pyramids

Discovery Channel, May 7, 9:00-10:00 p.m. ET, check local listings.

Looking back 5,000 years, this program traces the origin of pyramids and considers their construction on three continents. Using computer graphics, animation, and original footage, "Ultimate Guide" reconstructs pyramids in Mexico, Peru, and China and illustrates how the cities around them may have looked at the peak of their civilizations.

The Planets/Foot Soldiers

A&E, May 7-16, 7:00-8:00 a.m. ET, check local listings.

A&E Classroom presents an eight-part series that explores the advanced technology that enables scientists to study space environments and features interviews with leading astronomers, astronauts, and cosmonauts. Also airing May 28-31, "Foot Soldier" looks at the lives of Roman, medieval, Viking, and modern soldiers. Individual program descriptions and study guides for middle school and high school students can be found at www.aande.com/class.

Islam: Empire of Faith

PBS, May 8, 8:00-11:00 p.m. ET, check local listings.

This three-part program chronicles the first 1,000 years of Islam's history, beginning with the life of the prophet Muhammad, the writing of the Koran, and the building of the first mosque. The series continues with the flowering of Islam, the story of the Crusades, and the recapture of Jerusalem by Saladin the Great, and concludes with the rise of the Ottoman Empire and the influence of Suleyman the Magnificent. Scholars of Islamic culture and historical re-enactments filmed in Iran with more than 300 period costumes are featured.

Conquistadors

PBS, May 9 and 16, 8:00-10:00 p.m. ET, check local listings.

Michael Wood retraces the steps of the Spanish conquistadors in this four-part series. Beginning in Mexico, he explores the conquest of the Aztecs by Cortés, then travels to Macchu Picchu in Peru and retraces the steps of Francisco Pizarro to the lost rainforest city of Vilcabamba. In Ecuador, Wood follows the exploration of the Amazon and the search for El Dorado, a ruler said to hold vast fortunes in gold. In the final episode, Wood chronicles Cabeza de Vaca's life with Native Americans in Florida and his 16th-century trek across the continent to the Pacific coast. The interactive Web site at www.pbs.org/ conquistadors provides an online learning adventure for students and interdisciplinary teaching units for educators.

Conspiracy

HBO, May 19, 9:00 p.m. ET, check local listings.

On January 20, 1942, 15 men gathered in a mansion at Wannsee, Germany, for a secret meeting to discuss Hitler's Final Solution. Reinhard Heydrich, director of the main office of Reich security and head of the Protectorate, led the discussion of the "storage problem" of Jews and presented the plan to

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EQUAL HOUSING LENDER

HFNT0501

"evacuate" them from Europe. Only one copy of the minutes of the meeting survived. Known as the Wannsee Protocol, the document provided the inspiration for this two-hour presentation featuring Kenneth Branagh and Stanley Tucci.

Anne Frank

ABC, May 20 and 21, 8:00-11:00 ET, check local listings.

Based on Melissa Muller's biography, this four-hour miniseries chronicles the experience of Anne Frank and those hidden with her in the secret annex and shows the challenges and risks faced by Miep Gies and others who aided them in hiding from the Nazis. The Frank family's subsequent experiences in the Westerbork Transit Camp, Auschwitz, and Bergen-Belsen are also portrayed.

Pearl Harbor: Legacy of Attack

National Geographic Channel and NBC, May 27, 8:00 p.m. ET, check local listings.

Sixty years after the attack on Pearl Harbor, National Geographic follows Dr. Robert Ballard in his underwater mission to locate the sunken Japanese midget submarine that played a role in the attack. The program also explores the ecological risk posed by the wreck of the *U.S.S. Arizona*, which is leaking a half million gallons of oil into the waters surrounding it. Interviews with survivors are featured, and Stephen Ambrose offers a historical perspective to their accounts. Nationalgeographic.com provides first-person audio and print accounts of the battle along with a virtual experience of the attack.

Coming Home: The Veteran Experience in the 20th Century

The History Channel, May 28 and 29, 6:00-7:00 a.m. ET, check local listings.

This two-part presentation considers the fate of American soldiers returning from war, examining how they were changed by combat and how they in turn changed America. Support materials are available at www.historychannel.com/classroom.

Careers of the Future

CNN, May, check local listings.

This CNN Newsroom presentation considers the hot jobs of the next decade and explores what teens should look for and expect from the job market. Also in May, "New E-Conomy" airs, a special three-part series that explores the success of online companies, new crimes made possible by the online economy, and legal, financial, and ethical challenges created by the Internet. On May 31, "Citizens of the World," presented by CNNfyi.com in conjunction with the annual World Report Conference, features interviews with world leaders about issues facing the world in the 21st century.

Weather and Geography

The Weather Channel, Mondays and Thursdays in May, 4:00-4:30 a.m. ET, check local listings.

This presentation of The Weather Classroom looks at how climates throughout the world have been affected over time and how geography affects erosion, winds, wildfires, and different types of storms. The Weather Classroom is presented commercial-free, with taping rights for educators.

The Prince and the Pauper

Odyssey, June 22, 9:00-11:00 p.m. ET, check local listings.

The tale of a prince and a poor boy who switch identities is presented in this original adaptation of Mark Twain's classic novel.

KIDSNET, a national resource for children's media in Washington, D.C., provides these listings. For additional listings and information, check the Web at www.kidsnet.org.

FREE OR INEXPENSIVE

Insider Stories

Caught in the Middle: Nonstandard Kids and a Killing Curriculum, by Susan Ohanian, is the follow-up to her critique of education standards, *One Size Fits Few*. *Caught in the Middle* relates Ohanian's experiences in teaching middle schoolers who are not likely to succeed under modern society's rigid definition of academic success. $18.50 from Heinemann Press, www.heinemann.com.

Black Books Galore

Donna Rand and Toni Trent Parker have organized *Black Books Galore! Great African American Children's Books About Boys* and *Great African American Children's Books About Girls* by age level, giving descriptions of more than 350 titles. The books include reflections by children's authors, illustrators, and the readers themselves. $15.95 each, from John Wiley & Sons, 800/225-5945, www.wiley.com.

More Than Scrabble

In *The Dictionary of Wordplay*, author Dave Morice alphabetically arranges this first-ever dictionary of such forms as the longest words, spoonerisms, and anagrams to such games as the palindrome challenge and the vocabularyclept poem. $19.95 from Teachers & Writers Collaborative, www.twc.org.

Civil Rights Stories

Freedom's Children: Young Civil Rights Activists Tell Their Own Stories, by Ellen Levine, details the experiences of 30 young African-Americans in the South, from the de jure segregation of the 1950s through the struggle for integration in the 1960s. $6.99 from Penguin Putnam Books for Young Readers, www.penguinputnam.com/yreaders.

American Reference

The U.S.A. Book of Lists: The Ultimate Compendium of All Things American, by Stephen J. Spignesi, contains hundreds of lists of, well, all things American. Lists reference such varied topics as retired hurricane names, nicknames of U.S. presidents, and number of each race killed in Vietnam. $15.99 from Career Press, 800/CAREER-1, www.newpagebooks.com or www.careerpress.com.

Stories of Slavery

Puffin Books' 30th anniversary edition of Julius Lester's compilation *To Be a Slave* documents the voices of enslaved African-Americans, from leaving Africa to Emancipation; Lester also includes tales of Black resistance to slavery. Illustrated by Tom Feelings. $5.99 from Penguin Putnam Books for Young Readers, www.penguinputnam.com/yreaders.

The Word Is Out.

"National Board Certification addresses professionalism in teaching … . It's a tool that the profession really needs."
USA Today, October 19, 2000, article

"National Board Certification is the country's highest teaching honor. When teachers are good, students are more motivated, parents are more engaged and (a school) administration's work is … less daunting."
Los Angeles Daily News, December 8, 2000, editorial

"Good teachers hold the key to student success … . National Board Certified Teachers and their students significantly outperform their … peers."
Charlotte Observer, January 5, 2001, editorial columnist

National Board Certification promotes:

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According to a recent study by the University of North Carolina at Greensboro, National Board Certified Teachers outperform their peers in teaching expertise and student achievement. And many experts agree that National Board Certified Teachers have a positive impact beyond their classroom, improving teaching, learning and schools.

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To learn more about the benefits of becoming a National Board Certified Teacher, please contact the NBPTS at 1-800-22TEACH or visit *www.nbpts.org*.

Fresh Ideas

Looking for some new thoughts on how to address the issue of priority (low-performing) schools? If so, check out the provocative new book, *All Together Now: Creating Middle-Class Schools Through Public School Choice*, by Richard D. Kahlenberg. Kahlenberg advocates a strategy of controlled public school choice and targeted resources to enable every child to attend a predominantly middle-class public school. Sound far-fetched? A few places are doing it. One—Wake County, North Carolina, where NEA Executive Director John Wilson used to teach—has 0 of its 122 schools on the state's list of low-performing schools. Kahlenberg cites loads of solid educational research to support his case. 257 pages. $29.95 cloth plus $4.00 s/h. To order, contact the Brookings Institution at www.brookings.org or phone 202/797-6258.

Lyrical Poetry

Part of Sterling Publishing's Poetry for Young People series, *Robert Browning* was edited by Dr. Eileen Gillooly expressly for young readers. The poems are made accessible with the help of mini-glossaries, as well as vibrant illustrations of Joel Spector. $14.95 from Sterling Publishing.

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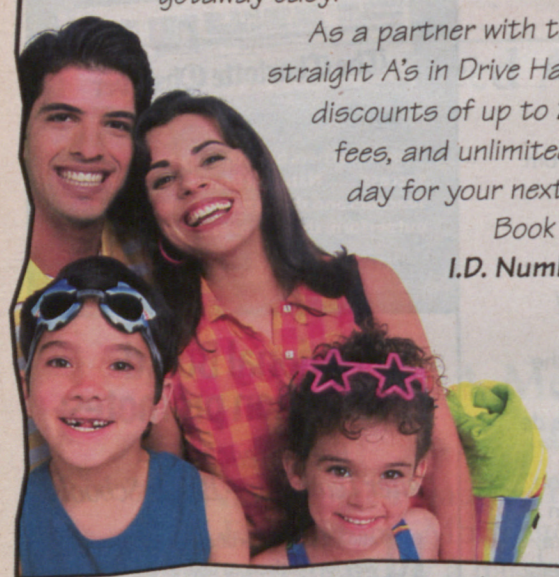

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WEB WINNERS

Quite a Site

Art and art history, science and nature, history, and geography are all explored at Eduweb: Adventures.

Teachers and students alike will be amazed at all the resources the site offers. There's an E-mail list also for notices about upcoming adventures. www.eduweb.com/adventure.html.

Youth Culture

Here's something for the kids, and maybe young-at-hearts, too. Openup 2images puts all kinds of pictures about music and youth culture right at your fingertips. Thousands of new images uploaded monthly. www.openup2images.com/index.asp.

Medical Advice

Got health questions? The answers are probably online and available to you, but there's so much information, where can you start? The Medical Library Association might be a good jumping off place with all their links to whatever you might be researching. http://caphis.njc.org/consumerAll.html.

All About Law

If you want to open a Swiss bank account, report fraud and earn money, or adopt a child abroad, WorldLawDirect can help. Is your employer monitoring your Internet use? This site will attract lawyers and nonlawyers for sure. www.worldlawdirect.com/.

A World of Data

ERIC, the Educational Resources Information Center, is often an educator's or educational researcher's go-to site. You can search a huge database, take a customer survey, or read digests and publications. It's really one of the must-sees for educators. www.ericsp.org.

Big Blue

Education and the workplace, health, environment, and energy—if it has to do with government you can find it on the U.S. Blue Pages. Of course, if you're filing late taxes, or getting a jump on next year's, you can find all kinds of that stuff also. www.usbluepages.gov/.

ANNOUNCEMENTS

Chiapas Conflict

Last year, delegates to the NEA Representative Assembly called on NEA to provide information about the conditions of children and education in the war-torn area of Chiapas, Mexico.

NEA member Peter Brown of San Diego is one of several members who are involved in trying to improve the lives of the indigenous people of Chiapas. Here are two Web sites he recommends www.sipaz.org and www.usip.org/library/regions/chiapas.html. For a Web site in Spanish, try www.ecosur.mx/altos/. For more, see story on page 36 of this issue.

Action Item

RA delegates also called on NEA to provide information about the Garifuna people. The Garifuna (or Garinagu) people may have existed in America before Columbus landed. African in origin (and today Spanish-speaking), the Garifuna once called St. Vincent home.

In 1797, the British expelled them. Many migrated to what are today Honduras, Nicaragua, Guatemala, and Belize. Many Garifuna have migrated to the United States. The history of relations between the Honduran government and the Garifuna is a bloody one, strewn with migrations, massacres, and other atrocities. Many Garifuna in the United States have been educated and are now professionals. But many work in low-skilled jobs. They remain a tight-knit group, investing in land cooperatives in Honduras and networking in the United States. For background about the Garifuna people, go to www.mayaparadise.com/garifune.htm.

RA Resource

If you're attending the 2001 Representative Assembly in Los Angeles, be sure to visit the NEA exhibit booth. Consistent with the RA theme, "Making Every Public School Great," NEA leaders and staffers will provide delegates an Association resource guide, *Making Low-Performing Schools a Priority*. The guide features practical steps for identifying a school in crisis, implementing changes to turn the school around, and sustaining improvement to create a high-quality school environment. Stop by and see us, or visit www.nea.org/issues/lowperf/priorityschools/.

Coming Attractions for Next School Year

Guy or gal, teacher or parent, you won't want to miss the September 2001 back-to-school issue of *Ladies Home Journal*.

NEA is collaborating with the four-million subscriber publication on a special section titled "Make This Your Child's Best Year Ever."

There will be stories on bullying, learning styles, successful kids, and ways to make schools better. Teachers also will describe "the student I'll never forget." The September issue hits newsstands nationwide on August 8.

DIVERSITY Calendar

August

August 26, Women's Equality Day

Congress established this observation in 1971 to commemorate the passage of the 19th amendment in 1920. The amendment granted women the right to vote. You can get more information from the National Women's History Project, 7738 Bell Rd. Windsor, CA 95492. Phone is 707-838-6000 or E-mail NWHP@aol.com. Here's another site, from Scholastic, that will help in your search for fascinating stories about famous women: http://teacher.scholastic.com/activities/women/index.htm.

September

September 4, Richard Wright's birthday

This prominent African American novelist lived from 1908 to 1960. Probably his best-know work is *Native Son*, which was published in 1940. His father was an illiterate sharecropper and his mother a schoolteacher. There are a couple of Web sites to help you learn more about this provocative writer. Check out: http://gwis2.circ.gwu.edu/~cuff/wright/ and www.pbs.org/rwbb/rwtoc.html.

September 6, Marie Zakrzewska's birthday

This Polish American physician lived from 1829 until 1902 and established the New York Infirmary for Women and Children. She helped establish the New England Hospital for Women and Children and the Philadelphia Women's Hospital. She was one of the leading proponents for African American nurses. www.netsrq.com/~dbois/ zakrzews.html.

September 15-October 15, Hispanic Heritage Month

There are plenty of Internet sites easily found that can help you plan activities to celebrate things and people Hispanic. President Ford proclaimed this observation in celebration of the rich heritage of Hispanic Americans and the many contributions they have made to our culture. Here's one site to get you started: www.ctclearinghouse.org/latino.htm.

September 24, School Desegregation Order Enforced

It was on this day in 1957 that nine black students attended Little Rock's previously all-white Central High. Federal troops accompanied them, sent by President Dwight Eisenhower to enforce a federal court order. This site has especially good information: www.centralhigh57.org/1957-58.htm.

September 30-October 1, Rosh Hashanah

The Jewish New Year and holy days. Days of Renewed Responsibility. The first of the High Holy Days marked by solemn religious observance. Here's a good place to begin your search for information about Judaism: www.everything jewish.com.

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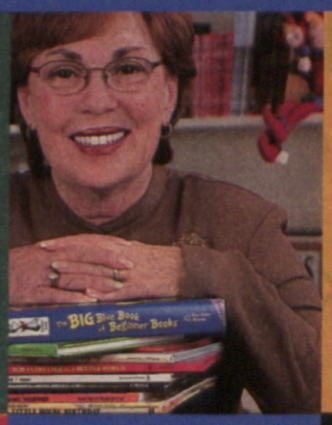

You'll receive *This Active Life*, a bimonthly magazine filled with feature stories, and the latest news and resources for today's active retirees.

"Many active members don't think about retirement until 15 minutes before they retire. They don't realize we have an organization doing the groundwork on pensions, health care, and Social Security and supporting us by volunteering in schools. Join NEA—Retired. It's the right thing to do."

Lily Eskelsen
NEA Executive Committee

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If you'd like to join NEA-Retired, contact your state affiliate. You can even join as a pre-retired member. For information, go to the NEA-Retired Web site: www.nea.org/retired or write to NEA-Retired, 1201 16th St., NW, Washington DC 20036

CyberSurfari.org

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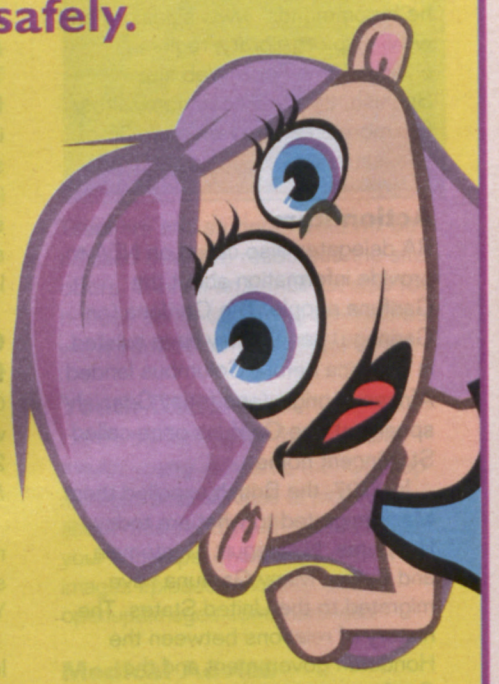
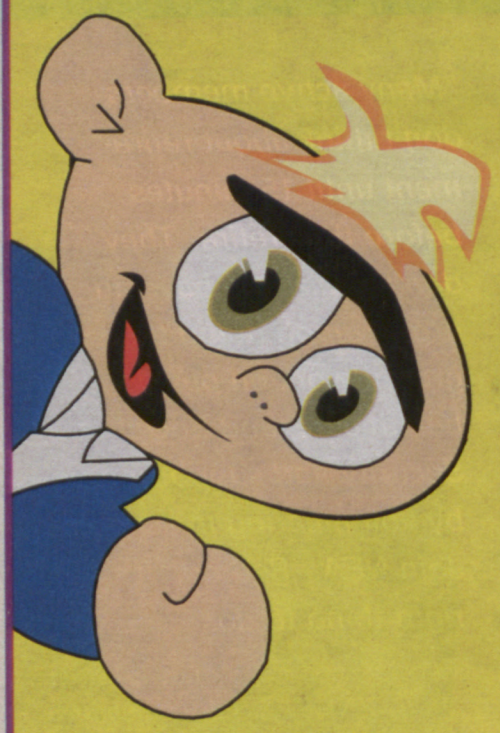


There are 9 divisions of play including school, family, and individual categories. The sign-up is fast, easy and private. We don't sell or rent the names of our players to anyone.

New games start in February, June, and October. Each contest lasts more than 3 months which offers players plenty of time to surf, learn and win!



For all the details, visit

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or contact Katy Mason at kmason@cybersurfari.org.

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in the Light Lane

Searching High and Low

We had several days of below zero degree weather. The wind chill factor made it too cold for the students to go out for recesses.

One day a second grade student asked her teacher, "Just where is this wind chill factory anyway?"

Ardana Bruns
Madison, South Dakota

One of my mother's kindergarten students was in the process of completing a language activity and was stumped by a word.

He asked, "How do you spell punna?"

"Use it in a sentence," my mom said.

Her budding novelist replied, "You know, like in once a punna time..."

Brenda Nero
Patterson, New Jersey

I was teaching a spelling lesson to some first graders and for homework, they were to write a sentence using each spelling word.

One of the spelling words was the word "fair." You can imagine my surprise the next day when I read one young boy's sentence using this word.

It read, "My neighbor is having a fair with somebody else's wife." I realized I needed to do a quick vocabulary lesson for the word "fair."

We tend to forget just how much our little ones pick up from the world around them.

Pam Starratt
St. Augustine, Florida

While getting ready to write Valentine's Day letters to veterans, I asked my class if anyone knew what a veteran was. One of my students eagerly responded, "It is someone who doesn't eat meat."

Christopher Manfredi
Ludlow, Massachusetts

For a week, my first and second graders were presenting science projects on ocean animals that they had completed at home. Each child showed their hard work, read their report aloud, and talked about how they made their project.

It was quite clear how proud they were as they stood in front of the class. To wind up each presentation, the student presenting could ask for questions or comments.

One of my rather active but hard-working second grade boys couldn't wait to present.

It was finally his turn, and he did a wonderful job sharing all he had learned. It was especially evident how proud he was when he finished his presentation by asking his classmates if they had any "questions or compliments."

Adrienne Noel
Gilsum, New Hampshire

It was the beginning of a new school year, and I hadn't yet learned the names of the new kindergarten students. I wasn't even sure how many were in the class. So when they had all come into the library and gotten settled, I asked, "Is anyone absent today?"

The students stared at me with polite puzzlement, and I rephrased my question. "Is there anyone who is not here today? Anyone who came to school before who didn't come today?"

Agnes replied for the whole group, "Well, Thomas ain't here. But he's sick—he ain't absent."

Ann Taylor
Ashland, Montana

While substitute teaching, I became aware of a child's absence due to a recurrence of head lice.

Apparently, the students were aware of this, and a little concerned, too. One little boy looked up at me and asked me to check him for "head lights."

Ann Hair
Apex, North Carolina

I was working with an eighth grade student, Joel, on a report about President Andrew Jackson. One of his sources stated that Jackson was admitted to the bar in 1787. I asked Joel, "And what does that mean?" Joel paused for a moment and then said, "He was allowed to drink?" I chuckled, and then proceeded to explain the definition of "the bar" in this sentence.

Alicha Kutz
Hamburg, Pennsylvania

While teaching kindergarten a few years back, we were having a social studies lesson about our community.

We began talking about the firemen, police, mail carriers, etc. This soon developed into a discussion about jobs and occupations in general. In the middle of everyone sharing what their moms and dads did for a living, little Homero raised his hand and asked, "Señora, do you work?"

Corinne Drew
Buffalo Grove, Illinois

My fourth grade class was studying the water cycle. During one discussion, we were exploring the concept that wind speeds up evaporation. I asked the question, "If you rolled up your car window on a wet sock and let it flap outside in the breeze as you drove home, what would your sock be by the time you got home?"

Hoping for the answer of "dry," I called on one future scientist.

He excitedly answered, "Gone!"

Virginia Eddington
Kaysville, Utah

"My lesson plan is complete. I have an aim, performance objectives, questions, a summary, and comebacks for hecklers."

The Bear Facts

My principal was observing me during a recent Reading Recovery lesson with one of my first graders. When the time came for her new book introduction, I was trying to give Sammy as much control as possible, encouraging her to make predictions for *The Three Bears.*

"Where do you think they're going?" I encouraged Sammy to predict. "Out to get ice!" she answered. My principal and I both burst into laughter!

Sharon Liszczak
Manville, New Jersey

My second graders and I had just begun a unit on dinosaurs. While discussing the different types of teeth dinosaurs had, they surmised that the herbivores ate plants and the carnivores ate meat. When I asked them what the omnivores ate, one little girl replied, "Seafood."

Susan Brand
South Hadley, Massachusetts

My eighth grade class was discussing where and how clothes are constructed. I had them read about sweatshops and conditions under which clothing may be made.

At the end of the unit, we took a quiz. My question to the students asked what sweatshops are and why we should be concerned about them.

One eighth grade student wrote on his quiz that sweatshops are places where people put on sweats and run around!

Jeanne Magliaro
Hillsborough, New Jersey

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● Have a funny school story, anecdote, or vignette you'd like to share with other NEA members? You can send contributions to:
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NEA Members Insurance Trust Plan

1999 Summary Annual Report

(Trust Plan Year Beginning September 1, 1999)

The following is the summary annual report for the NEA Members Insurance Trust Plan (Trust), Employer Identification Number 52-1126682, including information for NEA Life Insurance Program, NEA Accidental Death & Dismemberment Insurance Program, NEA DUES-TAB, and NEA MemberCare Medicare® Supplement Program for period beginning September 1, 1999, and ending August 31, 2000. The annual report has been filed with the Internal Revenue Service, as required under the Employee Retirement Income Security Act of 1974 (ERISA).

Basic NEA Members Insurance Trust Financial Information

The value of Trust assets, after subtracting liabilities of the Trust was **$118,843,875** as of August 31, 2000, compared to **$103,775,102** as of September 1, 1999. During the Trust year, the Trust experienced an increase in its net assets of **$15,068,773**. This increase includes unrealized appreciation and depreciation in the value of Trust assets; that is, the difference between the value of the Trust assets at the end of the year and the value of the assets at the beginning of the year or the cost of assets acquired during the year. During the Trust year, the Trust had total income of **$80,111,478** including participant contributions of **$54,065,699**, realized gains of **$11,763,657** from the sale of assets, and earnings from investments of **$6,532,774**.

Trust expenses were **$61,129,628**. These expenses included benefits paid to participants and beneficiaries, administrative, and other expenses.

Information For NEA Life Insurance Program

The Trust has a contract with The Prudential Insurance Company of America to pay all NEA Life Insurance claims incurred under the terms of this program. The total contributions for the Trust plan year beginning September 1, 1999, and ending August 31, 2000, were **$34,931,335**.

Because it is a so-called "experienced rated" contract, the premium costs are affected by, among other things, the number and size of claims. Of the total contributions made for the Trust year ending August 31, 2000, the contributions made under such "experienced rated" contract were **$34,931,335** and the total of all benefit claims paid under the contract during the Trust year was **$30,803,099**.

Information For NEA Accidental Death & Dismemberment (AD&D) Program

The Trust has a contract with The Prudential Insurance Company of America to pay all NEA AD&D claims incurred under the terms of the Trust. The total contributions for the Trust year beginning September 1, 1999 and ending August 31, 2000 were **$3,046,703**.

Because it is a so-called "experienced rated" contract, the premium costs are affected by, among other things, the number and size of claims. Of the total contributions made for the Trust year ending August 31, 2000, the contributions made under such "experienced rated" contract were **$3,046,703** and the total of all benefit claims paid under the contract during the Trust year was **$2,135,112**.

Information For NEA DUES-TAB Program

The Trust has a contract with The Prudential Insurance Company of America to pay all NEA DUES-TAB claims incurred under the terms of the Trust. The total contributions for the Trust year beginning September 1, 1999 and ending August 31, 2000 were **$2,430,140**.

Of the total contributions made for the Trust year ending August 31, 2000, the contributions made were **$2,430,140** and the total of all benefit claims paid under the contract during the Trust year was **$2,247,942**. Benefits charged, less benefit claims paid, were **$65,227**, which is comprised of incurred but unreported claims and a pooled claim charge. Trust expenses, less benefit claims paid, were **$46,747** in premium taxes and **$152,678** in other expenses.

The NEA DUES-TAB program is self-supporting and paid by premiums from the NEA Members Insurance Trust funds rather than from Member contributions.

Information For NEA Membercare Medicare Supplement Program

This information will be distributed directly to NEA MemberCare Medicare Supplement Program participants.

Additional Information

As a participant, you have the right to receive a copy of the full annual report, or any part thereof for a reasonable charge or you may inspect the Annual Report without charge at the office of NEA Members Insurance Trust, c/o NEA Member Benefits, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 or at the U.S. Department of Labor in Washington, D.C. You also have the right to receive from the Trust Administrator, on request and at no charge, a statement of the assets and liabilities of the Trust and accompanying notes, or a statement of income and expenses of the Trust and accompanying notes, or both. The Administrator will state the charge, if any, of the specific document you request so you can find out the cost before ordering.

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With NEA DUES-TAB® Insurance, you can receive up to $50,000 protection for accidental death or dismemberment while actively engaged in your occupation (at no cost to you). For more information, call 800/637-4636, Monday-Friday, 8 a.m. to 8 p.m. (or Saturday, 9 a.m.to 1 p.m.) ET

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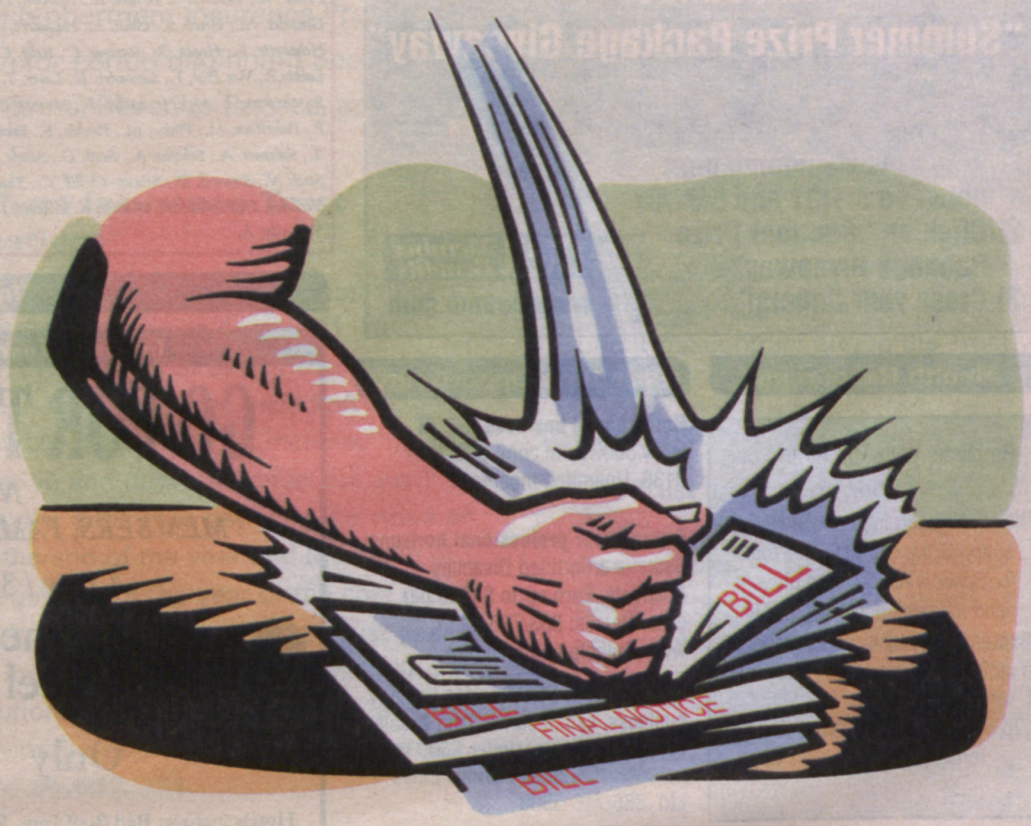

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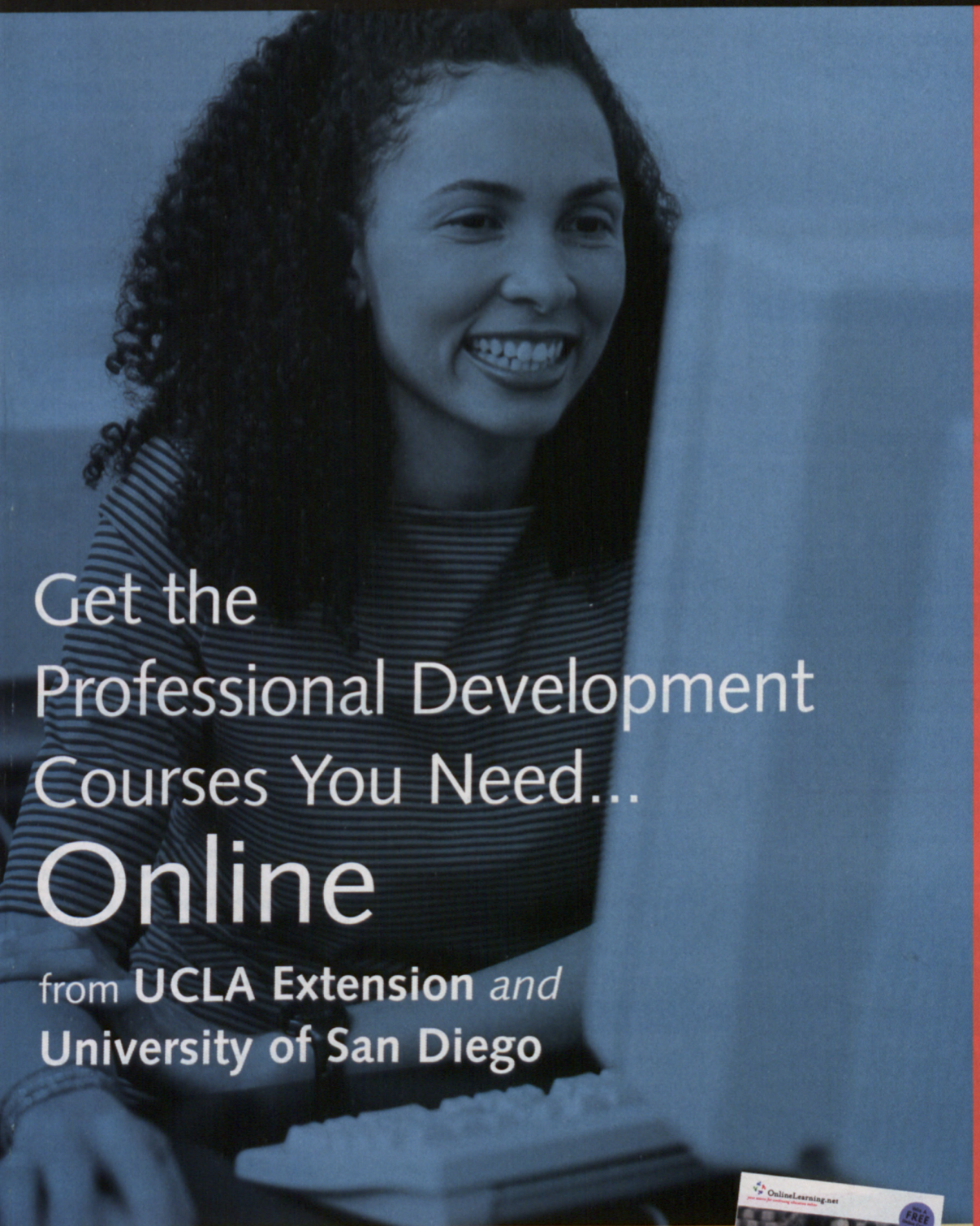

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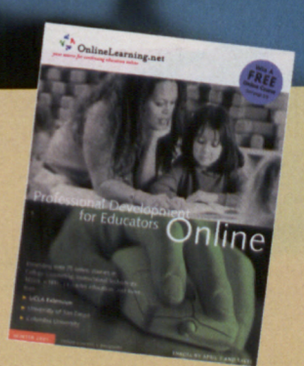

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Mainstreaming: Teaching Individuals with Special Needs in the Regular Classroom *2 Semester Units*	June 29 – Aug 10 July 13 – Aug 24 Aug 10 – Sept 21	569H 0106 99Y 569H 0107 91Y 569H 0108 90Y	USD
NEW! **Modifying the Curriculum for Exceptional Learners** *2 Semester Units*	Aug 9 – Sept 20	501AN 0108 90Y	USD
READING			
Reading Strategies for K-2 Students *2 Semester Units*	July 5 – Aug 16	501AL 0107 90Y	USD
Phonics for Educators *2 Semester Units*	July 18 – Aug 29	501AM 0107 90Y	USD
SUBJECT SPECIFIC			
Nutrition Fads, Facts, and Controversies *3 Quarter Units*	June 25 – Aug 27	L4449Y	UCLA
History of California *4 Quarter Units*	July 10 – Aug 28	L4806Y	UCLA
Introduction to American Politics *4 Quarter Units*	July 14 – Sept 1	L4811Y	UCLA
Making Connections in Science Education for K-6 Teachers *3 Quarter Units*	July 17 – Aug 21	L8169Y	UCLA
DIVERSITY			
Cultural Diversity in the Classroom *4 Quarter Units*	June 27 – Sept 5 July 11 – Sept 12	L4392Y L4394Y	UCLA
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Applied Methods in Teaching English *4.5 Quarter Units*	July 10 – Sept 25 July 11 – Aug 29 July 12 – Aug 30	L4389Y L4391Y L4390Y	UCLA
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online orientation

for all your professional development needs

COURSE NAME/UNITS	COURSE DATES	REGISTRATION #	SCHOOL
ADVANCED PLACEMENT			
Teaching AP English Literature and Composition: A How-To Course for Teachers *4.5 Quarter Units*	July 3 – Aug 21	L4334Y	UCLA
Teaching AP U.S. History: A How-To Course for Teachers *4.5 Quarter Units*	July 5 – Aug 23	L4323Y	UCLA
NEW! **Teaching AP Art History: A How-To Course for Teachers** *4.5 Quarter Units*	July 18 – Sept 5	L4717Y	UCLA
CLASSROOM INSTRUCTION			
Seeking Funds and Writing Grants for Schools and Education Programs *3 Quarter Units*	July 24 – Aug 28	L8215Y	UCLA
Classroom Management and Conflict Resolution *2 Semester Units*	July 10 – Aug 21	501AJ 0107 90Y	USD
Planning for Effective Instruction *2 Semester Units*	July 17 – Aug 28	502AK 0107 90Y	USD
Health Education: Health Care Perspectives for Teachers *2 Semester Units*	June 25 – Aug 6 July 2 – Aug 13 Aug 6 – Sept 17	569I 0106 99Y 569I 0107 90Y 569I 0108 90Y	USD
INSTRUCTIONAL TECHNOLOGY			
Integrating Technology into the K–12 Curriculum *3 Quarter Units*	July 10 – Aug 14	L8231Y	UCLA
Internet and Web Publishing for Educators *3 Quarter Units*	July 13 – Aug 17	L8168Y	UCLA
Microsoft Office for Educators *3 Quarter Units*	July 12 – Aug 16	L8237Y	UCLA
Advanced Microcomputers in the Classroom *3 Quarter Units*	June 24 – Aug 5 July 2 – Aug 6	L8208Y L8156Y	UCLA
NEW! **Technology Issues for Educational Leaders** *3 Semester Units*	July 9 – Aug 20	501AP 0107 90Y	USD
Computers for Educators *2 Semester Units*	June 25 – Aug 6 July 16 – Aug 27	580A 0106 99Y 580A 0107 92Y	USD
Integrating Technology into the Language Arts Curriculum *2 Semester Units*	June 26 – Aug 5	565Q 0106 90Y	USD
Integrating Technology into the Math Curriculum *2 Semester Units*	July 10 – Aug 21	565R 0107 90Y	USD
Integrating Technology into the Science Curriculum *2 Semester Units*	July 12 – Aug 23	565S 0107 90Y	USD
Integrating Technology into the Social Studies Curriculum *2 Semester Units*	Aug 1 – Sept 12	565U 0108 90Y	USD
UNIVERSITY OF SAN DIEGO'S CERTIFICATE IN CHARACTER EDUCATION			
Character Education: A Comprehensive Framework and Introduction *2 Semester Units*	July 9 – Aug 20	500AO 0107 90Y	USD
NEW! **Character Education: Curriculum and Teaching** *2 Semester Units*	Sept 5 – Oct 17	501AO 0109 90Y	USD

For more courses + enrollment information and for your chance to **WIN A FREE ONLINE COURSE FOR YOU AND A FRIEND*** visit our Web site: www.OnlineLearning.net/NEA5

*To be eligible you must enter by June 15, 2001.

COURSE NAME/UNITS	COURSE DATES	REGISTRATION #	SCHOOL
UCLA EXTENSION'S COLLEGE COUNSELING CERTIFICATED PROGRAM			
Counseling the College-Bound Student *4 Quarter Units*	June 28 – Aug 30 July 5 – Sept 6	L4879Y L4883Y	UCLA
The College Admissions Process *4 Quarter Units*	June 28 – Aug 30 July 5 – Sept 6	L4886Y L4953Y	UCLA
Financial Aid Fundamentals *4 Quarter Units*	July 6 – Sept 7	L4955Y	UCLA
Using the Internet for College/Career Counseling *4 Quarter Units*	July 6 – Sept 7	L4991Y	UCLA
Testing/Career Assessment *4 Quarter Units*	July 6 – Sept 7	L4991Y	UCLA
Special Issues in College Counseling *4 Quarter Units*	July 10 – Aug 30	L4974Y	UCLA
Practicum in College Counseling *6 Quarter Units*	July 13 – Sept 14	L8003Y	UCLA
UCLA EXTENSION'S ONLINE TEACHING PROGRAM			
Introduction to Online Technologies *4 Quarter Units*	July 3 – Aug 7 July 17 – Aug 21	L4324Y L4326Y	UCLA
Teaching and Learning Models for Online Courses *4 Quarter Units*	July 2 – Aug 20 July 23 – Sept 10	L4328Y L4335Y	UCLA
Developing Curriculum for Online Programs *4 Quarter Units*	July 25 – Aug 29	L4332Y	UCLA
Internet and Online Teaching Tools *4 Quarter Units*	July 11 – Aug 15	L4333Y	UCLA
Distance Learning Assessment Theory *4 Quarter Units*	July 9 – Aug 13	L4338Y	UCLA
JavaScript for Educators: An Introduction *4 Quarter Units*	July 18 – Aug 22	L4339Y	UCLA
Designing Online Programs *4 Quarter Units*	July 26 – Aug 30	L4342Y	UCLA
Creating and Using Multimedia Online *4 Quarter Units*	July 3 – Aug 7	L4343Y	UCLA
Re-Engineering Corporate Courseware for the Web *4 Quarter Units*	July 10 – Aug 14	L4340Y	UCLA
Streaming Media and Synchronous Learning Systems *4 Quarter Units*	July 24 – Aug 28	L4345Y	UCLA
Programming Literacy for Online Educators *4 Quarter Units*	July 31 – Sept 4	L4344Y	UCLA

ACCESS YOUR COURSE MATERIALS, LECTURES & ASSIGNMENTS
Once you have logged on, you are able to read lecture notes, course materials, and syllabi, as well as participate in interactive discussions by posting and receiving messages within your virtual classroom.

INTERACT WITH YOUR INSTRUCTOR AND CLASSMATES
Though students and instructors communicate and share resources electronically through the exchange of email messages and data files, our courses transcend the limitations of typical email format by allowing all users to easily interact with each other through discussion boards and online chat. The result is enhanced dialog between the student and instructor, and among the students themselves, inside a shared virtual classroom environment.

ATTEND CLASS AT YOUR CONVENIENCE
The interaction that occurs within an online course is asynchronous. You can log on to the system at anytime, day or night, to retrieve and/or send your course information.

FREE DEMO

For a step-by-step demonstration of how online courses work, visit:
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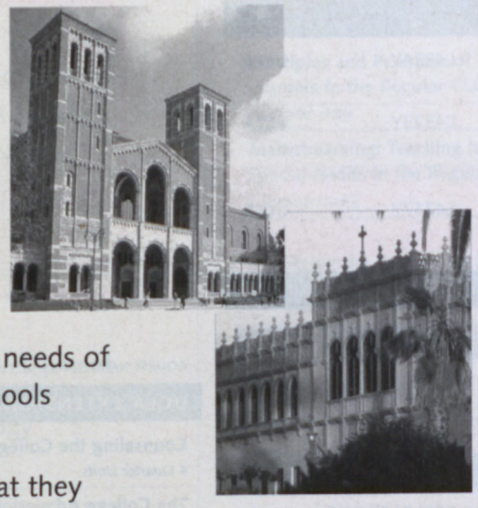

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University of San Diego, offering courses for K-12 educators that are designed to meet the needs of teachers working in today's public and private schools

▸ INSTRUCTOR-LED ONLINE COURSES

These courses mirror the traditional classroom in that they are interactive, feature specific start and end dates, usually require textbooks, and provide the same levels of academic or professional credit.

▸ NO CAMPUS VISITS ARE REQUIRED

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▸ FINANCIAL ADVANTAGES

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▸ 'CONCIERGE' COURSE MANAGERS

Assigned to each course, Course Managers help ensure that everything runs flawlessly from the first day of your class to the last.

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Online training brings you up to speed fast.

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Available to you 24 hours a day, 7 days a week.

▸ UNPARALLELED HISTORY OF STUDENT SATISFACTION:

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▸ CONVENIENCE

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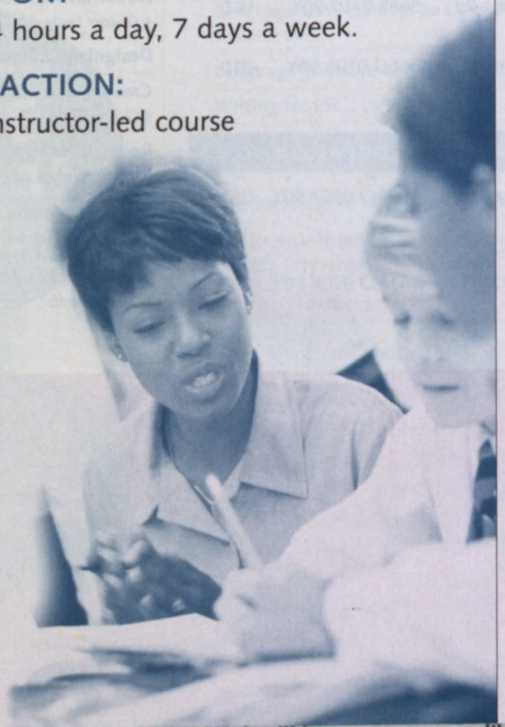

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Value of up to $1,000!
Five lucky winners and their friends will be chosen on June 15, 2001. Enter today and you and a friend can take a course together for FREE this summer!

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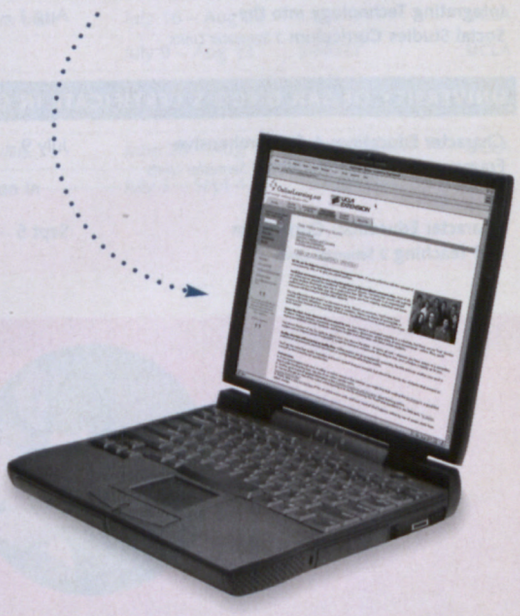
*To be eligible you must enter by June 15, 2001